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ABSTRACT

The purpose of this study was to prepare a descriptive analysis of the relationship which exists between vocational education and administrators in Nebraska in order to prepare materials for preservice and in-service education of school administrators. A review of the literature led to development of demographic, role, attitude, and cognitive instruments which were administered to a sample of 51 superintendents and 51 principals. Data from analysis of the test scores and critical incidents, made possible the development of instructional materials. Finally, a test was made of the simulated materials at a workshop. Findings include: (1) Principals felt more obligated than superintendents toward initiating, developing, and maintaining occupational education, (2) Administrators from schools with enrollments of from 200-499 students indicated a stronger obligation toward initiation of occupational education programs than did administrators from larger or smaller schools, (3) Those educators who attended the workshop made significant gains on the cognitive tests and expressed more favorable feelings about vocational education, and (4) Simulation, or the in-basket technique of instruction provides high motivation and seems to reach the affective domain where traditional methods often fail. The instruments and related materials are appended. (BC)

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THE DEVELOPMENT OF MATERIAL FOR THE ORIENTATION OF SCHOOL ADMINISTRATORS TO VOCATIONAL EDUCATION NEEDS AND PROGRAMS

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October 30, 1969

U.S. DEPARTMENT OF
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CHAPTER I

INTRODUCTION

School administrators are faced with new responsibilities concerning vocational education. In order to better prepare administrators for this task, simulated and other instructional materials for new courses, for supplements to courses already in existence, and for workshops, are being developed by the Department of Educational Administration, University of Nebraska. The development of simulated and related materials requires a description of school administrators which will include the following:

1. A data sheet of personal and demographic information.
2. An investigation of the perceived role of public school administrators regarding leadership expectations with reference to providing vocational and technical education in public schools.
3. An assessment of the attitudes of public school administrators toward vocational education.
4. An assessment of the levels of cognition of public school administrators regarding factual aspects of vocational and technical education.

A concise analysis of the data from the above listed instruments will give a description of public school administrators which can be used in the preparation of simulated and other materials.

I. STATEMENT OF THE PROBLEM

The purpose of this study was to prepare a descriptive analysis of the relationship which exists between Nebraska administrators and vocational education so that simulated and other materials could be prepared for pre-service and in-service education of school administrators.

In the present decade, school administrators are being subjected to increased responsibilities in the area of vocational education. If educators are truly concerned with the comprehensive secondary school, vocational education must receive increased attention. The Educational Policies Commission Report, Education for All American Youth,[1] was first published over twenty years ago and since that time much concern has been expressed about the education of every girl and boy, regardless of sex, economic status, geographic location, or race.

Evidence is available to show that the secondary schools have not made adequate provisions for all youth of our country. The number of school dropouts has remained excessive. Youths from 16 to 21 years of age comprise almost 17 per cent of all the unemployed but less than half that percentage of the labor force. More and more jobs call for high skills, experience, and responsibility.[2] In the decade of the 1960's approximately 26 million young people will seek, for the first time, to enter the labor market. At least 7.5 million of these will be school dropouts and 2.5 million of these dropouts will have had less than eight years of formal training.[3] The preparation and capabilities of these young people will vary immensely. The dropout will typically have few, if any, job qualifications.

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[1] Education for All American Youth (Washington, D. C.: Educational Policies Commission, National Education Association, 1944), p. 32.

[2] Benjamin J. Novak, "Looking Realistically at the Dropout Problem," Education, 86:82, October, 1965.

The dropout represents not only a waste of human resources, but is also a likely possibility for delinquency and crime because of his idleness and dissatisfaction with a poor job.[4] Some may think that all dropouts have low intelligence, but each year more than 80,000 youth leave school before graduation who have I.Q.'s within the top 25 per cent of the population, i.e., an I.Q. of 110 or more.[5]

Technological change has created much of the need for increased emphasis in the area of vocational education. The introduction of automation and computers into industry and commerce are two concepts which have made an impact on the labor market. As new methods are developed and men are replaced by machines, the laborer must be capable of changing to a new job. The demand for more skilled workers is an indication of the task which must be undertaken in the training of

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[3] Daniel Schreiber, The School Dropout (Washington, D.C.: National Education Association, 1964), p. 2.

[4] Novak, loc. cit.

[5] Joseph L. French, "High School Dropouts of High Ability," Vocational Guidance Quarterly, p. 123, Winter, 1965-66.

America's youth. Special consideration must also be given to the training of women. Labor statistics show that half of all women in the country between the ages of 45 and 54 and one-third of all women 55-64 are employed.[6]

It is imperative that an effort be made to counteract the dropout problem. Young people, both boys and girls, need better training and more skills before entering the labor market. They must be prepared to adjust to the technological change which appears to be an inevitable aspect of our society. It is natural and logical to look to schools for leadership to combat these problems. Venn writes that education, although not the only means, is the best means by which the individual and society can adjust to technological change.[7]

The National Defense Education Act, Manpower Development and Training Acts, expanded vocational education laws, and various anti-poverty measures are examples of the effort being made at the Federal level to combat these problems. Of the $3.479 billion being submitted for U.S. Office of Education administered programs in fiscal 1967 nearly $258 million is designated to support vocational education.[8]

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[6] Seymour L. Wolfbein, "Labor Trends, Manpower, and Automation," Man in a World of Work, Edited by Henry Borow (Boston: Houghton Mifflin Company, National Vocational Guidance Association, 1964), p. 159.

[7] Grant Venn, Man, Education, and Work (Washington, D.C.: American Council on Education, 1964), p. 158.

[8] Elaine Exton, "Word from Washington--New Education Emphasis in the Federal Budget," The American School Board Journal, 152:30, March, 1966.

The need is now great for leadership from the schools. A new understanding of the role of work, and education for work, is needed by faculty, administration, and other leaders in education.[9] Preparation of administrators for vocational and technical education should be given a high priority.[10]

It has been stated that leadership is needed from the schools. The administrators, the superintendents and principals, are in the position of leadership, but lack of qualified administrators presently is one hindrance to change in vocational and technical education. There is a need for programs designed to develop and train administrators who will provide the leadership necessary for the improvement and expansion of vocational and technical education.[11]

This study was designed to make a contribution to the preparation of material to be used in the training of administrators. An assessment was made of selected administrators to determine (1) their attitudes toward vocational education, (2) their level of cognition of factual materials related to vocational education, (3) their perceived role regarding leadership expectations in reference to vocational education, and (4) their demographic background.

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[9] Venn, *op. cit.*, p. 169.

[10] *Ibid.*, p. 175.

[11] *Ibid.*, pp. 151-52.

This descriptive analysis of Nebraska school administrators ultimately served as an aid or guideline in the preparation of the simulated materials.

II. HYPOTHESES TO BE TESTED

1. There is no significant difference between administrators (grouped by position and school size) in regard to their perceived role as related to vocational education.
2. There is no significant difference between administrators (grouped by position and school size) in regard to their attitudes toward vocational education.
3. There is no significant difference between administrators (grouped by position and school size) in regard to their levels of cognition of vocational education.

III. DELIMITATION OF THE PROBLEM

This study was restricted to public school administrators in Nebraska. The sample consisted of 102 educational administrators in Project HRD 411-65. The public school superintendents and principals were stratified according to student enrollment of grades nine through twelve in the administrator's respective school as follows:

1. Group one schools had 500 or more students.
2. Group two schools had 200 to 499 students.
3. Group three schools had 199 or fewer students.

A table of random numbers was used to select seventeen superintendents and seventeen principals from each of the three groups. The 102 administrators were contacted by letter and indicated by return mail their willingness to participate in the study. Any administrator from the sample who left the profession or moved from the state during the summer of 1966 was replaced by an alternate from a list which was compiled by the same method as that used to select the original sample. If a superintendent or principal assumed a different administrative position within the state of Nebraska, he was retained as one of the sample.

Superintendents and principals of the three groups were assigned a letter with a subscript for easy identification as follows:

S_1 - Superintendents, Group I

S_2 - Superintendents, Group II

S_3 - Superintendents, Group III

P_1 - Principals, Group I

P_2 - Principals, Group II

P_3 - Principals, Group III

The individual sample members were then given identification numbers as below:

S_1	- Group 1 superintendents	- 101-117
P_1	- Group 1 principals	- 151-167
S_2	- Group 2 superintendents	- 201-217
P_2	- Group 2 principals	- 251-267

S_3 - Group 3 superintendents - 301-317

P_3 - Group 3 principals - 351-367

IV. PROCEDURES

1. A review of literature was made to establish background information about demographic data, role theory, attitude scales, and the cognitive aspects of vocational education.

2. The demographic instrument was constructed and printed during the spring of 1966. The 102 sample administrators completed their part of the instrument at that time. The data were compiled from their questionnaires which gave information concerning the personal and professional background of the administrators. Additional factual material concerning the sample administrators' schools was obtained from annual reports to the State Department of Education.

3. The role, attitude, and cognitive instruments were developed and each test was given to a pilot group of graduate students in educational administration during the summer session of 1966. Statistical treatment was given to each test to select the best items. Computer equipment was used to expedite such measures as item analysis, t-test, and variance. The tests were designed so that a total score could be obtained from the administrators on each of the three tests.

4. The role, attitude, and cognitive instruments were given to the 102 sample administrators in September, 1966. Eight conveniently located test sites were selected. Administrators were asked

to come to the site nearest them. An analysis of the data collected was made utilizing computer services whenever expedient. Of special concern in regard to the role, attitude and cognitive instruments was a total score on each test. Much of this scoring was done with the aid of a computer.

V. DEFINITION OF TERMS

Administrator, school administrator, or educational administrator refers to administrators of public schools. It may, unless specified, refer to superintendents or principals or both. The administrator is a school official responsible for the management of a local education unit.

Occupation is the principal business or economic activity of an individual.

Vocational pertains to a vocation or occupation.

Vocational education is a program of education below college level designed to prepare the learner for entry (or re-entry) into a particular chosen vocation or occupation.[12] A vocational education program is designed so that persons of all ages in all communities of the State--those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, and those with special educational handicaps--will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.[13]

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[12] Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 603.

Prevocational education is an educational program, usually in junior high school, providing shop and other experiences for exploratory and guidance purposes, rather than as preparation for a specific occupation.[14]

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[13] Vocational Education Act of 1963 (Public Law 88-210, 88th Congress), Declaration of Purpose, Section 1.

[14] Good, op. cit., p. 411.

CHAPTER II

REVIEW OF LITERATURE AND DEVELOPMENT OF TEST INSTRUMENTS

A multitude of material was examined in reviewing the literature. Since the review included some information related to each of the tests used (role, cognitive and attitude), only the most relevant is presented in this chapter. A brief explanation of the personal and demographic questionnaire is also included.

I. PERSONAL AND DEMOGRAPHIC DATA

A questionnaire related to background information was needed to obtain a description of the sample administrators. The questionnaire method of obtaining personal information was chosen because of time and convenience.

Review of the Literature

The correspondence method of collecting data consists of the use of personal letters and forms or questionnaires. The written questionnaire has been considered a substitute for the personal interview. The questionnaire has definite advantages in survey research, according to Hillway, because of the relative ease and speed with which it can be distributed by mail over a large geographical area. It saves both time and expense.[1]

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[1] Tyrus Hillway, Introduction to Research (Boston: Houghton Mifflin Company, 1964), p. 201.

Another important question considered was the appropriateness of the questionnaire. It was suggested by Good that researchers should be very careful in determining whether the questionnaire is appropriate as a data-gathering instrument, or whether the answers may even be available in documentary sources or in the literature.[2] Rummel indicated a frequent misuse of the questionnaire is the request for information that is available in documentary sources.[3]

Full consideration was given to advantages and disadvantages related to the questionnaire method before a decision was reached. A saving in time and expense, convenience, and prior commitment from the sample were all factors considered in the decision to use the questionnaire.

Good emphasized that before the final form is prepared and distributed to the respondents, tryout or pretesting of the questionnaire is essential, for the purpose of validation in terms of practical use.[4] Rummel advised that copies be submitted to a few individuals similar to those who are to receive it eventually. They should fill it out and discuss with the researcher their corrections and suggestions. Questions with which the tryout group experience difficulty may then be revised and the whole questionnaire may be improved.[5]

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[2] Carter V. Good, Essentials of Educational Research (New York: Appleton-Century-Crofts, 1966), pp. 214-15.

[3] J. Francis Rummel, An Introduction to Research Procedures in Education (New York: Harper and Brothers, 1958), p. 88.

[4] Good, *op. cit.*, p. 224.

Development of the Questionnaire

In the development of the questionnaire for this study careful attention was given to the suggestions of the authors cited. An attempt was made to present clear, concise questions. All questions were designed for short, convenient answers. The questionnaire was structured to solicit information concerning the administrator's childhood family and community, present family and community, personal information including age, education and experience, and participation in voluntary organizations. In addition to personal factors, statistical data related to school and community were obtained, some through the questionnaire and some through State Department of Education records.

II. THE ROLE INSTRUMENT

A frequently heard criticism of education is that administrators have been reluctant to meet the challenges of educating the non-college-bound youth. The reasons for this neglect are varied, but it has become clear that public school administrators are charged with having indifferent attitudes and that they execute their roles of community leadership ineffectively with respect to meeting the challenges of changing vocational needs.

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[5] Rummel, *op. cit.*, p. 98.

Review of the Literature

An examination of the concept of role revealed a variety of definitions. Despite some differences in the interpretation of two works by Linton,[6,7] it was suggested by Gross[8] that both statements refer to role as involving behavioral standards, not actual behavior. Another view of the concept of role was presented by Parsons[9] who stated that a role is an individual's definition of his situation with reference to his and others' social position. Thirdly, role can be viewed as the behavior of individuals occupying social positions. Davis[10] related that the concept refers to what is actually done, rather than what should be done.

Each of the three viewpoints presented indicates that role is the normative aspect of social behavior. People do not act in a

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[6] Ralph Linton, The Study of Man (New York: D. Appleton-Century Company, 1936), pp. 113-14.

[7] Ralph Linton, The Cultural Background of Personality (New York: D. Appleton-Century Company, 1945), p. 77.

[8] Neal Gross, Ward S. Mason and Alexander W. McEachern, Explorations in Role Analysis: Studies of the School Superintendency Role (New York: John Wiley and Sons, Incorporated, 1958), p. 12.

[9] Talcott Parsons, The Social System (Glencoe: The Free Press, 1951), pp. 38-39.

[10] Kingsley Davis, Human Society (New York: The Macmillan Company, 1948 and 1949), p. 90.

random manner, but rather, much of their behavior is influenced by guidelines or expectations which apply to themselves or to others in the social system.

The concept "position" is closely associated with that of "role." This term refers to the location of an actor or class of actors in a system of relationships. Linton states:

> The place in a particular system which a certain individual occupies at a particular time will be referred to as his status (position) with respect to that system.[11]

Linton's statement was expanded by Gross to indicate that a particular position is usually related and defined by more than one other position or a counter position within the particular social system. The focal position of public school superintendents, for example, would have counter positions among teachers, principals, school board members, students and parents. Gross defines role sector as a "set of expectations applied to the relationship of a focal position to a single counter position."[12]

The expectations associated with a specified role sector may refer to expected behavior of a member of the focal position in which case it may be called an "obligation." It also may refer to the expected behavior of a member of the counter position and then may be designated by the term "role right."

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[11] Ralph Linton, The Cultural Background of Personality (New York: D. Appleton-Century Company, 1945), p. 76.

[12] Gross, Mason and McEachern, op. cit., p. 52.

The obligations and role rights related to focal and counter positions can be expected to vary with situational differences which affect social systems. Although the office of school administrator is a part of each school system, the positions of individuals holding these offices will vary as a result of situational factors of the system such as political entity, size of the system, and economic base.[13] Ascribed and achieved characteristics of the actors (administrators) serve as additional factors which undoubtedly affect their position within the system of interrelationships.

A further understanding of role expectations was realized by an investigation of the function of the administrator in the public school system. Ben Harris[14] suggested that all behavior related to the accomplishments of the school's primary purpose can be illustrated by a two-dimensional framework. The several positions within the school may be viewed with reference to their position of pupil-relatedness or instruction-relatedness. Five distinct functions may be identified for analysis although in reality they overlap. The five functions are teaching, special services, management, supervision, and general administration.

The extremes of the two dimensional grid were defined by Harris[15] to include:

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[13] Gross, Mason and McEachern, op. cit., pp. 99-100.

[14] Ben Harris, Supervisory Behavior in Education (Englewood Cliffs, New Jersey: Prentice-Hall Incorporated, 1963), pp. 7-11.

[15] Ibid.

1. remotely pupil-related behaviors
2. directly pupil-related behaviors
3. indirectly instruction-related behaviors
4. directly instruction-related behaviors

The teaching area is characterized by both highly pupil-related and highly instruction-related behaviors. Special services contain behavior highly pupil-related but only remotely instruction-related. The management area contains behavior indirectly related to both pupils and instruction. The function of supervision includes behavior highly related to instruction but only indirectly related to pupils. Finally, the general administration function is unique in that it is composed of behaviors which are not at either extreme of the two dimensions. As administrators engage in policy-making, communicating, and coordinating, the various activities tend to fall into center positions along the pupil- and instruction-related continuum.[16] A scheme such as the one presented provides a useful means of locating the administrator's position with reference to function within the school system.

A final aspect of role theory examined was that of social change. A key variable in the study of change within a complex organization is the attitude or orientation of members, particularly higher ranking members. In terms of extremes of variation, Harris[17] maintains that among public school administrators the orientation toward change is the most significant. Orientation toward change behavior on one end of the variable's continuum was labeled "tractive" whereas on the opposite hypothetical pole was behavior which was very "dynamically oriented." Tractive policies are designed to provide continuity and to maintain the existing level of instruction. Dynamic orientations are designed to change the program. While one type was not chosen as the better of the two since it is a matter of value, nevertheless, it is noted that the importance of continuity in the educational program has long been recognized. A major responsibility of school administrators is to maintain a smooth, efficiently running organization in which program continuity is safeguarded. Less clearly recognized is the need for discontinuity in the form of planned change.

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[16] Harris, op. cit., pp. 10-11.

[17] Ibid., pp. 20-22.

Development of the Role Instrument

The previous several pages have contained a brief discussion of the concept of role theory. This material was used as background information for the development of the role instrument.

The content for the items used to develop the role instrument was obtained from five sources:

1. The logical model or pattern was based upon work by Andrew Halpin and reproduced in a book by Campbell and Gregg.[18] Aid

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[18] Andrew W. Halpin, "A Paradigm for Research on Administrative Behavior," in Administrative Behavior in Education, eds. Roald J. Campbell and Russell T. Gregg (New York: Harper and Brothers, 1957), Chapter V.

was also received from Ben Harris' Supervisory Behavior in Education.[19] Much of the theory involved in item construction and testing was based upon the work of Gross, Mason, and McEachern.[20]

2. The body of literature composed of works by many authors concerning educational administration provided insight into the issues and problems facing administrators.

3. The mass of information about theory, methods, and previous research in the social sciences provided a general perspective for the role instrument, including significant questions to be asked and the means of obtaining answers.

4. Critical incidents, collected as another phase of Project HRD 411-65, produced helpful anecdotes regarding on-the-job occurrences in the school concerning the administrator in various aspects of his position.

5. Other special help was received from personal discussions among the project staff members.

The instrument in its final form contained eight sub-categories. Five of these sub-tests were instruments designed to measure counter-position relationships.

A study was conducted by a team of investigators at New York

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[19] Harris, op. cit., pp. 5-17.

[20] Gross, Mason and McEachern, op. cit., Chapter VI.

University[21] in which twenty superintendents of schools were interviewed to determine the most important responsibilities of school administrators. The first aspect of the five areas in the summary was "working effectively with people." This aspect was then broken down into four sub-headings to include a) community, b) board of education, c) professional staff, and d) pupils.

Five sets of items were developed in order to produce five sub-tests intended to measure administrator involvement within the four sub-headings or counter-positions listed above. Since the administrators' relationships to the professional staff were considered an especially important area of responsibility, two sub-tests regarding that counter-position were written, so as to include role rights and obligations. For each of the other three counter-positions, a subtest was constructed. These tests referred to administrators' obligations to the community, to the school board and to the students.

Those items in each of the five sub-tests which met the Guttman criteria for unidimensional scales were retained and used in more extensive analyses.[22] The items had been intentionally varied in terms of the extent of personal involvement the administrator might perceive as expected and appropriate for him.

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[21] Walter A. Anderson, March Beauchamp, and Quill E. Cope, "Responsibilities of School Administrators" (New York: Department of Administration and Supervision, New York University, 1952). (Mimeographed.)

[22] Louis Guttman, "The Basis for Scalogram Analysis," in Samuel Stouffer, et al., Measurement and Prediction--Studies in Social Psychology in World War II, Vol. IV (Princeton, New Jersey: Princeton University Press, 1950), pp. 60-90.

A sixth sub-test was designed to measure the extent of involvement administrators perceive appropriate for themselves regarding the initiation, development and maintenance of occupational education. The Guttman Scaling technique was used to determine unidimensionality. Items which were most often answered positively were those regarding very general and somewhat impersonal obligations toward the development and maintenance of the occupational education program. Items pertaining to more specific, technical, or personal contact with the program, pupils, or staff of occupational education were those answered least often, but yet present in the unidimensional scale.

A seventh sub-test was developed in regard to orientation toward change. It was stated earlier that when orientation toward change is thought of as a continuum, the term "tractive" was near one pole and the term "dynamic" represented the opposite pole. The scheme discussed by Ben Harris[23] indicated that the most extreme form of tractive orientation is that of resistance to change. Enforcing activities, designed to attain uniformity in practices, and codifying or formalizing practices, are lesser degrees of tractive orientation. The other end of the continuum, the dynamic aspect, includes such orientations of increasing degree from upgrading or minor changes to restructuring or major changes to the extreme area of innovation which is an indication of radical movements from the existing practices.

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[23] Harris, op. cit., pp. 5-22.

The intent of the sub-test was to measure the degree of both tractive and dynamic orientation toward change. The instrument was composed of items which were analyzed by the Guttman Scaling technique for unidimensionality. Administrators were then placed upon a continuum of orientation toward change. Higher scores represented a more dynamic attitude, while lower scores indicated a tractive one.

The eighth and final scale was designed to measure alienation, a social-psychological variable, which may indicate a lack of involvement. Alienation, a rather complex concept, was given five distinct meanings by Seeman.[24] The first meaning, powerlessness, refers to the feeling that one does not have the means to control his own destiny or to make his own decisions. A second area, meaninglessness, indicates that the individual is unclear as to what he ought to believe. Another category, normlessness, occurs when one feels socially unacceptable behaviors are required to achieve given goals. The fourth definition, isolation, refers to a feeling of lack or loss of companionship. The final form of alienation, self-estrangement, was used to measure estrangement from work. Self-estrangement indicated the alienation which results when a person fails to realize his own capacities or fails to feel the presence of meaningful activity. High scores, for example, or a high degree of alienation, indicate feelings of powerlessness, meaninglessness, normlessness, isolation and self-estrangement.

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[24] Melvin Seeman, "On the Meaning of Alienation," American Sociological Review, 24:783-91, December, 1959.

The five items displayed unidimensionality when analyzed by the Guttman technique.

A need existed for an empirical view of how administrators view their role in occupational education. From this view, it was expected that a more accurate and realistic program of education might be designed to help eliminate some of the problems and shortcomings in the area of vocational education. This role instrument, then, was developed to help assess the behavior of school administrators. The instrument was used to investigate the perceived role of the administrator in the initiation and administration of vocational and technical education programs.

III. THE ATVE SCALE

Two attitude tests called the Attitude Toward Vocational Education Scale, later shortened to ATVE Scale, and The Semantic Study were developed for Project HRD 411-65 to fulfill two important functions. The first function was to assess the attitudinal state of secondary school administrators in relation to vocational education. The objective of that portion of the study was stated in the original proposal as follows:

> To assess the attitudinal orientation of public school administrators as toward vocational education in relation to concepts of vocational and technical education such as the purposes of vocational education, the clientele to be served, the content of the program, the method of instruction, the equipment and facilities to be provided, the relationship of vocational and technical education to the welfare of the community, the responsibility of public

school education for preparation for gainful employment, and the financing of the program.[25]

This first objective was accomplished through the administration of attitudinal tests to the sample of Nebraska school administrators. The second objective of the development of this instrument involved its use as a measure of change. This objective, phase three of the project, will involve an experimentally controlled training session, before and after which the instruments will be employed. It is intended that this instrument will serve to indicate the amount and direction of change of experimental and control groups' attitudes during the training session. The results of the third phase of the program were not available for this paper.

In order to obtain the desired attitudinal information and after discussion with several project consultants, a decision was made to employ two attitudinal instruments, one constructed by the Likert[26] technique of scaling and the other by the semantic differential[27] technique. The rationale for employing two instruments was as follows:

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[25] Proposal, HRD 411-65, "The Development of Material for the Orientation of School Administrators to Vocational Education Needs and Programs," Department of Educational Administration, University of Nebraska, p. 9. (Mimeographed.)

[26] Gardner Murphy and Rensis Likert, Public Opinion and the Individual (New York and London: Harper Brothers Publishers, 1938).

[27] Charles E. Osgood, George J. Suci, and Percy H. Tannenbaum, The Measurement of Meaning (Urbana, Illinois: University of Illinois Press, 1957).

(1) to examine the obtained scores in view of whether two kinds of attitudes are measured, (2) to examine the possibility of one instrument being more sensitive to change than the other, and (3) to have some measure of comparison rather than relying entirely upon a single instrument.

Since two techniques of attitude scale construction, and thus two instruments, were utilized to assess attitudes, the review of literature will discuss first those resources which apply to the Likert technique of scale construction and second, those which apply to the semantic differential technique.

Review of the Literature

Remmers and Silance[28] in 1934 reported one of the earliest recorded generalized attitude scales. The technique applied by Remmers and Silance differed from the earlier method developed by Thurstone[29] in the assumption that attitude toward any one of a large group or class of objects can be measured on a single scale. The technique employed by Remmers and Silance consisted of placing a plus or minus before the name of the subject to indicate whether the person agreed or disagreed with a statement about that particular subject.

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[28] H. H. Remmers and E. B. Silance, "Generalized Attitude Scales," Journal of Social Psychology, 5:298-312, August, 1934.

[29] L. L. Thurstone and E. J. Chave, The Measurement of Attitude (Chicago: University of Chicago Press, 1929).

The scaling technique devised by Thurstone generally employed the use of judges who assigned statements to a series of piles, usually eleven, to represent an evenly graduated series of attitudes arranged in an order from extreme favorableness to extreme unfavorableness. Remmers and Silance[30] were critical of the Thurstone technique because of its very laborious procedure. The collection of the affective statements, sorting them into equally spaced categories, tabulating the results of the sortings, and determining the scale values were all part of a task representing many hours of work for a single scale. Consequently, only attitudes of considerable stability were usually considered worth scaling.

Although the earlier technique devised by Thurstone was very time-consuming, he has been respected for the contributions he made to the field of attitude measurement. Thurstone[31] developed the law of comparative judgment which provided a rationale for the ordering of stimuli along a psychological continuum, even in those cases where there is no known physical continuum to which the values of the stimuli on the psychological continuum might be related. Edwards said of Thurstone's contributions:

> Since Thurstone's original contribution, new methods for the scaling of stimuli have been developed, and Thurstone himself remained an important contributor to these methods and to their application to psychological

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[30] Remmers and Silance, op. cit., p. 298.

[31] L. L. Thurstone, "A Law of Comparative Judgment," Psychological Review, 34:273-86, July, 1927.

> problems. These methods are now generally known as psychological scaling methods, rather than psychophysical methods, since the interest is no longer in relating scale values of stimuli on a psychological continuum to those on a physical continuum, but rather in the psychological scale values themselves.[32]

Dunlap and Kroll made a comparison of a Thurstone type scale with that of a Remmers. Three primary questions which they investigated were:

> 1. Does the arrangement in serial order, i.e., from the most favorable to the least favorable, of the statements in an attitude scale affect the mean reaction of the group, the variability of the scores, and the reliability of the scale?
>
> 2. Can the responses for an individual be limited to those three which best represent the subject's attitude without materially affecting the mean reaction of the group, the variability of the scores, and the reliability of the results?
>
> 3. Do the two scales measure the same syndrome of attitudes?[33]

The results[34] of the study indicated the serial arrangement did not affect the mean, variance, or reliability and that limiting the number of responses only slightly influenced the results. The two findings were important because of the resultant saving in scoring time when applied to other tests. The third question under investigation which related to the measurement of the same syndrome of attitudes resulted in a correlation of only .28, indicating that the two scales studied had little in common.

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[32] Allen L. Edwards, Techniques of Attitude Scale Construction (New York: Appleton-Century-Crofts, Incorporated, 1957), p. 20.

[33] J. W. Dunlap and A. Kroll, "Observations on the Methodology in Attitude Scales," Journal of Social Psychology, 10:476, November, 1939.

[34] Ibid., pp. 486-87.

Cantril,[35] who noted the Thurstone scales seemed to measure essentially how strongly people liked or disliked various objects, felt the Likert technique seemed to measure both intensity and direction. In Cantril's study an attempt was made to draw a distinction between the intensity of an attitude and its direction and to determine the relationship of the two variables. Several of the important results of this study were:

> 1. The more extreme an attitude is in its direction, the more intensely it is likely to be held.
>
> 2. With respect to the issues studied, there is a tendency for people who are better educated, better off financially, and who are older to hold their attitudes with greater intensity than those less well educated, less secure economically, and younger.
>
> 3. A knowledge of the intensity of attitudes as well as their direction gives a more accurate and reliable index of the composition of public opinion than measurement of direction alone.[36]

The Likert technique, reported in a monogram in 1932, was subsequently reprinted with more details of applications of scales in 1938.[37] This technique, also called the method of summated ratings, involved the administration of a group of statements to a group of subjects who were asked to respond to statements in terms of their own agreement or disagreement. Likert used four types of questions in his original study. The first type was answered by a "yes," a question mark (?), or a "no." The second type gave a choice of five statements as answers to a question. A third type gave the choices strongly approve, approve, undecided, disapprove, strongly disapprove. The fourth type gave a short story of some event which ended with a statement asking what should be done about it, which was then followed by the same five choices as mentioned for the third type. Likert found that by assigning values 1 to 5 to each of the different positions on the five-point statements a simple method of scoring could be used which gave satisfactory results as compared to more complicated techniques. It was also explained that answers were credited 5, 4, 3, 2, 1 respectively for unfavorable statements. A favorable attitude was shown by a high score.

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[35] H. Cantril, "The Intensity of an Attitude," Journal of Abnormal and Social Psychology, 41:129, April, 1946.

[36] Ibid., pp. 132-33.

In regard to some confusion about the reliability of the Likert technique when compared with Thurstone's method of equal appearing intervals, Edwards concluded the following:

> All of these coefficients (using summated ratings) compare favorably with those obtained from scales constructed by the method of equal appearing intervals. According to the evidence at hand, there is no reason to doubt that scales constructed by the method of

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[37] Murphy and Likert, loc. cit.

> summated ratings will yield reliability coefficients as high or higher than those obtained with scales constructed by the method of equal appearing intervals.[38]

Edwards and Kennedy[39] made a comparison of scores from the Thurstone equal-appearing interval technique with those obtained from the Likert scales. The results led the authors to conclude:

> 1. The evidence available indicates that the attitude of the judging group is not an important factor determining the scale values of items sorted by the Thurstone technique.
>
> 2. Scales constructed by the Likert method will yield higher reliability coefficients with fewer items than scales constructed by the Thurstone method.
>
> 3. What evidence we do have seems to indicate that the Likert technique is less time-consuming and less laborious than the Thurstone technique.
>
> 4. Evidence at hand indicates that the scores obtained from the two scales are comparable.
>
> 5. Nothing of a practical nature indicated that a judging group, in the Thurstone sense, is a prerequisite for the construction of an adequate attitude scale.[40]

Since research has shown the Likert and Thurstone techniques produced comparable results, the fact that Likert's method of summated ratings was simpler and easier to apply than the method of equal-appearing intervals has been a factor in its acceptance. The general use to which the Likert technique of attitude scale construction has been employed has indicated its acceptance as an adequate measure for research purposes.

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[38] Edwards, op. cit., pp. 161-62.

[39] Allen L. Edwards and K. C. Kennedy, "A Comparison of the Thurstone and Likert Techniques of Attitude Scale Construction," Journal of Applied Psychology, 30:72-83, February, 1946.

[40] Ibid., pp. 82-83.

Development of the ATVE Scale

Based upon the literature presented, one scale to measure attitudes toward vocational education utilized the Likert technique of scaling. The test was constructed following the methodology suggested by Edwards[41] for the construction of attitude scales following the technique of summated ratings. Sixty-seven items were agreed upon by project staff and consultants during the construction of the test. They were selected on the basis of the following:

1. The areas of interest for vocational educators as presented by writings in the field of vocational education.
2. Directives for vocational education as presented by various federal and state governmental agencies.
3. Personal contact with experts in the field of vocational education.

After the content of the items was derived from the above sources, the items were written in terminology pointed toward eliciting attitudinal responses. With the assistance of a panel of experts in the fields of test construction and vocational education, the items were analyzed for statements of ambiguity, double meaning, and factual rather than attitudinal content.

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[41] Edwards, op. cit., pp. 149-69.

The revised items of the Attitude Toward Vocational Education scale (ATVE) were administered to a pilot group of graduate students enrolled in the 1966 summer session classes of educational administration at the University of Nebraska. The classes were comprised of students who had extensive, some, and no experience in high school administration. All were experienced teachers or practicing administrators who were involved in administrative courses either for the purpose of obtaining an administrative certificate or, having a certificate, working toward advanced degrees.

The data from the pilot group were subjected to item analysis to determine which items were able to discriminate. Since seventy-five students were in the pilot group, a one-third split was made in order to maintain twenty-five members in the high and low groups. Analyses of these data were made involving t-scores between high and low groups, both on the basis of interval ratings, i.e., 0, 1, 2, 3, 4 and on the basis of normal deviate weighting. The obtained t-scores based on normal deviate weighting indicated that 36 of the original 67 items discriminated between the high and low groups at the ".01" level and ten additional items displayed discriminating power at the ".05" level. Since the t-scores obtained through the two techniques did not differ essentially, the decision was made to use the scores obtained through the normal deviate weighting for the sample (102) for the study.

IV. THE SEMANTIC STUDY

The second attitude test used to assess the attitudinal orientation of public school administrators toward vocational education was designed using the semantic differential technique. It was proposed that the following be prepared:

> An instrument designed to assess the attitude of public school administrators toward vocational education. It is proposed that this instrument be developed using the semantic differential technique, as described by Osgood and others, in order to obtain information regarding attitudes toward basic concepts of vocational and technical education.[42]

Review of the Literature

The semantic differential is a scaling technique devised by Osgood, Suci and Tannenbaum[43] and its primary use has been in the measurement of various concepts. Basically the semantic differential technique is a combination of controlled association and scaling procedures. It provides the subject with a concept to be differentiated against a set of bipolar adjective scales. For each item the subject's task is to indicate the direction of his association and its intensity on a seven-step scale. An example of an item as used in this study follows:

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[42] Proposal, HRD 411-65, op. cit., p. 14.

[43] Osgood, et al., loc. cit.

TECHNICIAN

good____:____:____:____:____:____:____bad

simple____:____:____:____:____:____:____complex

negative____:____:____:____:____:____:____positive

active____:____:____:____:____:____:____passive

unimportant____:____:____:____:____:____:____important

vigorous____:____:____:____:____:____:____feeble

unsuccessful____:____:____:____:____:____:____successful

severe____:____:____:____:____:____:____lenient

strong____:____:____:____:____:____:____weak

Osgood, *et al*., defined semantic differentiation as "the successive allocation of a concept to a point in the multidimensional semantic space by selection from among a set of given scaled semantic alternatives."[44]

The term "meaning" was given two meanings by Osgood, *et al*., as follows:

> In learning-theory terms, the meaning of a sign in a particular context and to a particular person has been defined as the representational mediation process which it elicits; in terms of our measurement operations the meaning of a sign has been defined as that point in the semantic space specified by a series of differentiating judgments.[45]

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[44] *Ibid*., p. 26.

[45] *Ibid*.

The structural composition of the semantic differential scaling technique consists of a concept to be evaluated, followed by sets of bipolar adjectives to which the subject can react by placing a mark along a seven-step scale. The reaction is plotted both in terms of the direction and distance from the origin. The direction depends upon the alternative polar term chosen, while the distance depends upon the extremeness of the scale position chosen.

Extensive factor analysis of the measurement of meaning by Osgood led to the identification of three primary factors which were always present and identifiable. These factors, evaluative, potency and activity, accounted for more than 95 per cent of the common variance. The evaluative factor played a dominant role in meaningful judgments, having accounted for almost 70 per cent of the variance.[46] Osgood concluded:

> It seems reasonable to identify attitude, as it is ordinarily conceived in both lay and scientific language, with the evaluative dimension of the total semantic space, as this is isolated in the factorization of meaningful judgments. . . . We can then define attitude toward a concept as the projection of this point onto the evaluative dimension of that space.[47]

Osgood explained that in the preparation of a semantic differential test sets of scales (bipolar adjectives) with high loadings on the evaluative factor are used in conjunction with the concept (attitude in this case) to be measured. In scoring, unfavorable poles such as bad or negative are assigned the score of 1 and favorable poles as good or positive are assigned the score of 7. These poles should be randomized in direction. All evaluative ratings are summed to obtain an attitude score. A certain number of scales representing other factors should be included to make the instrument less transparent. The direction of attitude is indicated by the selection of polar terms, e.g., good or bad, and the intensity is indexed by how far the score lies from the origin along the evaluative design. The factor analysis automatically provides for unidimensionality of the attitude scale.[48]

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[46] *Ibid.*, pp. 36-38.

[47] *Ibid.*, p. 190.

As reported by Osgood, reliability analysis using the test-retest method yielded coefficients from .87 to .93. In addition to reasonable face-validity, Osgood found the correlation between the semantic differential scores and the corresponding Thurstone scores to be significant ($p < .01$) in each case. A highly significant correlation ($p < .01$) was also reported between the semantic differential and Guttman scales.[49]

A number of studies have been made involving the use of the semantic differential in the prediction of attitude change. Significant research studies were made by Tannenbaum,[50] Berlo and

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[48] *Ibid.*, pp. 191-92.

[49] *Ibid.*, pp. 192-94.

[50] P. H. Tannenbaum, "Attitudes Toward Source and Concept as Factors in Attitude Change Through Communications" (unpublished Doctoral dissertation, University of Illinois, 1953).

Kumata,[51] and Hovland, Lunisdaine and Sheffield.[52] These studies demonstrated the usefulness of the generalized attitude scale.

A most extensive utilization of the semantic differential technique in measuring the meaning of "educational" concepts was accomplished by Fred V. Miner in 1965. Miner selected 36 concepts which were divided into three categories: vocational, academic and unclassified. These concepts were evaluated by each subject on the basis of nine scales, each designated as either evaluative, potency or activity. The sample consisted of five groups as follows:

1. Students in a comprehensive community college
2. Students in an academic junior college
3. Vocational-technical students in a comprehensive junior college
4. Vocational-technical students in a vocational-technical school
5. Seniors in a comprehensive high school[53]

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[51] David K. Berlo and Hideya Kumata, "The Investigator: The Impact of a Satirical Radio Drama," Journalism Quarterly, 33:287-98, Summer, 1956.

[52] C. I. Hovland, A. A. Lunisdaine and F. D. Sheffield, Experiments in Mass Communications (Princeton: Princeton University Press, 1949).

[53] Fred V. Miner, "The Semantic Dimensions of Selected Education Concepts" (unpublished Doctoral dissertation, University of Nebraska, Lincoln, 1965).

The results of Miner's study indicated the usefulness of the semantic differential as a tool for measuring differences in the meaning of education concepts for the five sample population groups. Analysis of the scales and concepts disclosed measurable and statistically significant differences in meaning between the concepts for these populations and in concept meaning between the populations.[54]

Development of the Semantic Study

Based upon the extensive research and statistical analysis of selected vocational and educational concepts as related to semantic scales by Miner, the decision was made to utilize the scales and concepts of his instruments for the purposes of this study.

The specific scales as utilized by Miner and adopted for this study were: active-passive, positive-negative, strong-weak, important-unimportant, complex-simple, good-bad, deep-shallow, successful-unsuccessful, and vigorous-feeble. Academic concepts adopted from Miner's instrument included: associate of arts degree, bachelor of arts, college, college degree, college president, community college, doctor of philosophy, humanities, profession, professor, school superintendent, university. Vocational concepts were: apprentice, foreman, journeyman, labor union, mechanic, skill, technical institute, technical school, technician, trade school, training, vocational director, vocational school.

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[54] *Ibid*., pp. 168-69.

Since a considerable amount of time and effort had been spent in evaluating these scales through pilot testing for clarity and ambiguity and in establishing normative data, it was considered adequate to utilize the scales and concepts precisely as used by Miner in order to benefit from his success, rather than attempt a revision of the scales, thus necessitating another validation.

V. THE COGNITIVE DOMAIN

A factor in addition to the attitude and role expectations which may account for the insufficiency of vocational education programs is a lack of knowledge which many administrators may have in the area of vocational and technical education.

Review of the Literature

Prosser and Allen[55] wrote in 1925 that the demand for vocational education had been ignored. It was apparent over forty years ago that proponents of training for culture only were unwilling or unable to sense the conditions in society at that time which made vocational training more necessary than ever before. They failed to realize the fast growth and extent of the movement for practical education, nor did they appreciate the demand for it on the part of workers and employers.

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[55] Charles A. Prosser and Charles R. Allen, Vocational Education Needs and Programs (New York: The Century Company, 1925), p. 86.

Implementation of vocational and technical education programs has been impeded by various practices in the schools, such as using the vocational classes as dumping grounds for poor or delinquent students, thinking of vocational education as a very minor part of general education, and using many vocational classes for boys only. School officials have had a tendency to isolate themselves from the occupations and trades of their communities.

Because of such practices and other experiences during the past years, various principles of vocational education have been established as basic rules which serve as a means of evaluating present practices or as a guide to future action. Principles of organization concerned with definitions, functions, needs, and procedures have been summarized by Roberts as follows:

> 1. The function of vocational education is to prepare persons for and enable them to progress in a gainful occupation.
>
> 2. Vocational education is a part of the total education program.
>
> 3. Federal aid for vocational education is justified as a means of stimulating the further development of vocational education and as a device for maintaining acceptable standards in vocational education throughout the nation.
>
> 4. The need for vocational education in a specific area should be determined from the results of a community survey.
>
> 5. Vocational education is needed to insure an adequate and efficient labor supply.
>
> 6. Practical arts courses are designed for general culture rather than vocational efficiency.

7. Occupational information and guidance should be provided for vocational students.

8. Local initiative is essential for success in vocational education.

9. Vocational education programs should be based on continuous research.[56]

Through the years it has become more and more necessary for administrators to be sensitive toward vocational education and to have knowledge of its many facets. An apparent need, therefore, existed for an instrument to measure the extent of knowledge which school administrators had in the area of vocational education. The cognitive instrument was developed to assess that knowledge.

The cognitive instrument was designed to assess the level of cognition as related to vocational education of public school administrators with regard to the following:

1. Federal and state laws
2. State plans and policies
3. Theoretical bases of vocational and technical education
4. Objectives of the program
5. Collection and use of community, state, and national data relating to manpower needs and the structure of the labor force to be used in planning programs of vocational and technical education, programs of directed experience, methods of determining content of instruction, and the financing of vocational education.[57]

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[56] Roy W. Roberts, Vocational and Practical Arts Education (New York: Harper and Row, 1965), pp. 526-34.

[57] Proposal, HRD 411-65, op. cit., p. 10.

Of great aid in the development of the cognitive instrument was Bloom's Taxonomy.[58] The complete taxonomy included three major parts, the cognitive, the affective, and the psychomotor domains. Only the cognitive domain as explained in Handbook I was of immediate importance to this paper. It included those educational objectives which dealt with the recall or recognition of knowledge and the development of intellectual skills. Most work in curriculum development has taken place in this domain and it was also in this domain that the clearest definitions of objectives were found.

The taxonomy as it was organized included six major categories:

1.00 Knowledge
2.00 Comprehension
3.00 Application
4.00 Analysis
5.00 Synthesis
6.00 Evaluation[59]

The acquisition of knowledge or information has been one of the more common educational objectives in American education. The hope has been that the student, upon completing an educational unit, will have been changed with respect to the amount and kind of knowledge he possesses.[60] The first category, knowledge (1.00) was defined to include the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting.[61]

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[58] Benjamin S. Bloom (ed.), Taxonomy of Educational Objectives - Handbook I: Cognitive Domain (New York: David McKay Company, Incorporated, 1956), 207 pp.

[59] Ibid., p. 18.

[60] Ibid., p. 28.

Even though information or knowledge has been an important goal of education, important also has been whether or not the students can apply their information to new problems and situations. The "Taxonomy" used the term "intellectual abilities and skills" for this second general topic.[62] Abilities and skills were defined to include organized methods of operation and generalized techniques for dealing with problems and materials and included the other five categories: comprehension, application, analysis, synthesis, and evaluation.[63]

Development of the Cognitive Instrument

An advisory group composed of experts in the fields of educational administration, including professors and administrators, sociology, vocational education, agricultural education, home economics education, business education, industrial arts education and officials from the Nebraska State Department of Education aided in the selection of the type of test used as well as in the general areas which were used in the test. Several members of the advisory group were especially helpful in the development of the stems and foils of the items themselves.

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[61] *Ibid.*, p. 201.

[62] *Ibid.*, p. 38.

[63] *Ibid.*, pp. 204-207.

The decision to use a multiple choice test was based in part by the following conclusions as given by Ebel:

> 1. The most highly regarded and widely used form of objective test item is the multiple choice.
>
> 2. Giving the examination as a pretest will identify items that can provide valid measures of specific achievements.
>
> 3. While most multiple-choice items provide at least four alternative answers, good ones can be written with only two or three alternatives.
>
> 4. Some of the most effective multiple-choice test questions call for a best answer rather than an absolutely perfect correct answer.
>
> 5. Items testing recall of incidental details of instruction or special organizations of subject matter are ordinarily undesirable.[64]

Questions related to vocational education were included from the areas of literature, legislative acts, administration and personnel, guidance, population and labor statistics, curriculum, and facilities and finance. From an original item pool of almost 200, a group of 126 were presented to the advisory group for examination. Of this number, 115 were retained after revision, re-writing, and elimination of several stems and foils. These 115 items were administered to 99 University of Nebraska students at the beginning of the summer session of 1966. Participating students were from educational administration classes. Further analysis of the items given to the pilot group was made to determine the point biserial relation of the responses from the top 27 per cent and the bottom 27 per cent of the group. A discrimination index was obtained by this method for each item. From this analysis fifty items were selected for the final test. Based upon Bloom's Taxonomy[65] forty-two questions were in the "knowledge" category and eight were "evaluative."

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[64] Robert L. Ebel, Measuring Educational Achievement (Englewood Cliffs, New Jersey: Prentice-Hall Incorporated, 1965), pp. 198-99.

Total items in the sub-tests were as follows:

Literature	10
Legislative Acts	10
Administration and Personnel	5
Guidance	5
Population and Labor	10
Curriculum	5
Facilities and Finance	5

The fifty-item test was administered to the same group of 99 University of Nebraska students at the end of the 1966 summer session which was six weeks after the pre-test. Odd-even reliability (corrected) was .74. It was noted that a factor analysis of the fifty items did not show the items to cluster around the seven areas listed. In scoring, therefore, a total test score was used rather than a score for each sub-test.

After the fifty-item test was administered to the sample (102) of Project HRD 411-65 in September, 1966, the top 27 per cent, bottom 27 per cent point biserial relation analysis was again implemented to further determine the discrimination of the test items. Although from this analysis it was concluded that the foils of several items were in need of rewording, the fifty items, nevertheless, were considered satisfactory for the analysis needed in this paper. Based on odd-even analysis, a corrected reliability of .79 was found.

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[65] Bloom, op. cit., pp. 201, 204-7.

CHAPTER III

COLLECTION AND SUMMARY OF DATA

Many items of information related to the administrators of this study were collected. The most important data have been summarized in this chapter. A brief description of the collection of these data is given.

I. COLLECTION OF THE DATA

The 102 Nebraska public school administrators were contacted by letter during the spring of 1966 and asked if they would take part in the study. After the administrators had agreed to participate, each was sent the questionnaire as found in Appendix A. Information concerning the superintendents' and principals' personal and professional background was obtained in this manner. Some additional material of a factual nature as related to the administrators' schools was compiled from annual reports to the State Department of Education.

Eight conveniently located test sites were selected for the administration of the role, attitude and cognitive instruments. Copies of these tests are in Appendix A. The tests were given to the 102 administrators in September of 1966. The superintendents and principals came to the site nearest them for testing which required no more than two hours in any case.

The information from the questionnaire and tests was summarized on tables for presentation in this chapter. Some less important, but still pertinent, data are included in the appendix. The identification key is given as Table 1 on the following page as a guide to the reader.

II. PERSONAL AND DEMOGRAPHIC DATA

The description of the sample began with an examination of personal and demographic data. The sample, by design, included 51 superintendents and 51 principals. All the superintendents were males. All but two principals were males. A large majority of the sample, 49 superintendents and 49 principals were married. Only four administrators were either single, divorced or a widower.

As shown in Table 2, no superintendents were in the 25-30 age group and no principals were in the 61-65 section. No administrators in the study were less than 25 or more than 66 years old. Of the 102 administrators studied, 59 were between the ages of 31 and 45 years. Superintendents tended to be somewhat older than principals.

Most spouses of the administrators had at least some college education, as indicated in Table 3. Some college, a bachelor's degree, or some graduate training had been attained by 83 spouses, or 81 per cent of the total. Wives of superintendents achieved somewhat higher levels of education than did the wives of principals.

TABLE 1

SAMPLE IDENTIFICATION KEY

Group I schools - 500 or more students

Group II schools - 200 to 499 students

Group III schools - 199 or fewer students

S_1 - Group I superintendents - numbers 101-117

P_1 - Group I principals - numbers 151-167

S_2 - Group II superintendents - numbers 201-217

P_2 - Group II principals - numbers 251-267

S_3 Group III superintendents - numbers 301-317

P_3 - Group III principals - numbers 351-367

S_N - All superintendents (51)

P_N - All principals (51)

S_1P_1 - Superintendents and principals of group I (34)

S_2P_2 - Superintendents and principals of group II (34)

S_3P_3 - Superintendents and principals of group III (34)

S_NP_N - All superintendents and principals (102)

TABLE 2

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND AGE

Admin.	Age								
Group	25-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70
S_1	0	1	2	2	4	4	2	2	0
P_1	0	4	4	4	2	1	2	0	0
S_2	0	2	7	2	1	2	0	3	0
P_2	4	4	4	2	1	0	2	0	0
S_3	0	5	3	2	2	1	1	3	0
P_3	3	4	4	3	1	1	1	0	0
S_N	0	8	12	6	7	7	3	8	0
P_N	7	12	12	9	4	2	5	0	0
S_NP_N	7	20	24	15	11	9	8	8	0

TABLE 3

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND COMPLETED LEVEL OF SPOUSES' EDUCATION

	Highest Educational Level Achieved by Spouse					
Admin. Group	Grades 1-8	High School	Some College	Bachelor	Some Graduate Training	No Spouse
S_1	0	2	5	6	4	0
P_1	0	2	9	4	2	0
S_2	0	1	5	3	8	0
P_2	0	4	10	2	1	0
S_3	0	4	10	1	2	0
P_3	1	4	7	4	0	1
S_N	0	7	20	10	14	0
P_N	1	10	26	10	3	1
S_NP_N	1	17	46	20	17	1

The occupations of administrators' fathers are summarized in Table 4. Of the 92 fathers for whom an occupation was listed, 58 or 63 per cent, were classified as skilled laborers, a category which included farmers. Only five fathers had professional occupations whereas 12 were cited as unskilled laborers and 17 as white collar workers.

TABLE 4

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND FATHERS' OCCUPATION (before administrator attended college)

Admin. Group	Fathers' Occupation				
	Deceased, no Information	Unskilled Labor	Skilled Labor	White Collar	Professional
S_1	3	0	8	6	0
P_1	4	3	9	1	0
S_2	2	4	8	1	2
P_2	1	3	10	3	0
S_3	0	1	12	3	1
P_3	0	1	11	3	2
S_N	5	5	28	10	3
P_N	5	7	30	7	2
S_NP_N	10	12	58	17	5

As illustrated in Table 5 most of the administrators in the study spent the longest period of their childhood in either rural-farm surroundings or in villages of under 2500 population. Rural-farm childhood backgrounds were indicated by 30 superintendents and principals. Villages under 2500 accounted for 41 administrators. Only 31 administrators, or 30 per cent, lived in communities of more than 2500 people. Six superintendents and one principal were from large cities (100,000 and over).

TABLE 5

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND SIZE OF CHILDHOOD COMMUNITY (before administrator attended college)

Admin. Group	Size of Community in which Administrators Were Reared Rural-farm	Under 2500	2500-9999	10,000-99,999	100,000 and over
S_1	2	8	2	3	2
P_1	5	5	5	2	0
S_2	4	8	2	1	2
P_2	5	6	4	1	1
S_3	8	5	2	0	2
P_3	6	9	1	1	0
S_N	14	21	6	4	6
P_N	16	20	10	4	1
S_NP_N	30	41	16	8	7

All administrators attended public high schools. The sizes of their graduating classes corresponded rather closely with the communities in which they spent the longest period of their youth. The graduating classes of 65 per cent of the sample had 49 or fewer graduates. Technical education courses were taken by 32 administrators when they were in high school. The remaining 70 administrators indicated they had not taken technical education courses or that such courses were not offered.

The level of education completed is illustrated in Table 6. A level of education less than a master's degree was attained by only nine administrators including eight from Group III, the small schools. Another group of 14 administrators held the master's degree and the remaining 79 superintendents and principals had completed additional graduate courses beyond the master's degree level.

TABLE 6

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND LEVEL OF FORMAL EDUCATION COMPLETED

	Level of Education Completed by Administrator					
Admin. Group	Bachelor Degree	Master's Degree	Master's plus hours	Six year Specialist	Ph.D. & Ed.D	Post-Doctoral
S_1	0	1	12	0	4	0
P_1	0	1	14	1	1	0
S_2	0	1	14	0	2	0
P_2	1	3	11	1	1	0
S_3	2	2	12	1	0	0
P_3	6	6	5	0	0	0
S_N	2	4	38	1	6	0
P_N	7	10	30	2	2	0
S_NP_N	9	14	68	3	8	0

A small majority (58) of the administrators had more than ten years' experience in educational administration. As shown in Table 7, a total of 44 superintendents and principals had less than ten years' experience. Of those 44 administrators, 19 had less than five years' experience, all of whom were either Group II and III principals or Group III superintendents. Conversely, all Group I administrators and Group II superintendents possessed at least five years' experience in educational administration.

TABLE 7

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND NUMBER OF YEARS' EXPERIENCE IN EDUCATIONAL ADMINISTRATION

Admin. Group	Years of Administrative Experience				
	Under 5	5-9	10-14	15-19	20 and more
S_1	0	1	3	5	8
P_1	0	8	5	0	4
S_2	0	4	3	7	3
P_2	8	4	2	2	1
S_3	2	5	4	1	5
P_3	9	3	1	3	1
S_N	2	10	10	13	16
P_N	17	15	8	5	6
S_NP_N	19	25	18	18	22

Approximately three-fourths of the administrators had no teaching experience in occupational education courses. As indicated in Table 8, a number of the sample, 24 in all, have been administrators in a school system during the past five years in which the occupational preparation program was partially eliminated. No elimination of the occupational program was expressed by the other 78 superintendents and principals. Only 12 administrators were in school systems which in the last five years substituted a course in occupational education for a subsidized course in either vocational or technical education.

TABLE 8

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND CLASSIFICATION IN REGARD TO PARTIAL ELIMINATION OF THE OCCUPATIONAL EDUCATION PROGRAM IN THE PAST FIVE YEARS

Admin. Group	Some Vocational Educational Courses Eliminated	No Vocational Educational Courses Eliminated
S_1	5	12
P_1	4	13
S_2	3	14
P_2	5	12
S_3	2	15
P_3	5	12
S_N	10	41
P_N	14	37
S_NP_N	24	78

The mobility of Nebraska's school administrators is clearly shown in Table 9. Over half the administrators, 57 of the 102 in the sample, were employed as administrators in their respective schools for a period of less than five years. Another 26 superintendents and principals were in the 5-9 years' category. Only 19 administrators had been employed ten or more years in their present school system.

TABLE 9

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND NUMBER OF YEARS AS ADMINISTRATORS IN THE PRESENT SCHOOL SYSTEM

Admin. Group	Number of Years			
	Under 5	5-9	10-19	20 and over
S_1	8	5	2	2
P_1	6	7	2	2
S_2	9	3	4	1
P_2	10	4	2	1
S_3	12	4	1	0
P_3	12	3	2	0
S_N	29	12	7	3
P_N	28	14	6	3
S_NP_N	57	26	13	6

Employment by organizations other than educational institutions is summarized in two tables. As illustrated in Table 10, 26 administrators had no summer employment experience. Another 42 superintendents and principals had less than five years' experience during the summer in work not directly related to the educational program. Similar, but even more pronounced, are the totals in Table 11, which showed 56 administrators with no experience in paid positions not connected with the schools. In addition, 34 others had less than five years' employment in occupations unrelated to any educational program.

TABLE 10

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND NUMBER OF SUMMERS EMPLOYED OUTSIDE THE EDUCATIONAL PROFESSION
(after college graduation only)

Admin. Group	Number of Summers					
	None	Less than 5	5-9	10-14	15-19	20 or more
S_1	6	7	2	0	2	0
P_1	6	3	7	0	0	1
S_2	3	11	1	1	1	0
P_2	4	6	4	2	0	1
S_3	3	9	2	3	0	0
P_3	4	6	6	1	0	0
S_N	12	27	5	4	3	0
P_N	14	15	17	3	0	2
S_NP_N	26	42	22	7	3	2

TABLE 11

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND NUMBER OF YEARS EMPLOYED OUTSIDE THE EDUCATIONAL PROFESSION AFTER COLLEGE GRADUATION (exclude summer vacation)

Admin. Group	Number of Years				
	None	Less than 5	5-9	10-14	15-19
S_1	11	5	1	0	0
P_1	10	3	3	1	0
S_2	11	6	0	0	0
P_2	8	8	1	0	0
S_3	7	7	1	1	1
P_3	9	5	2	1	0
S_N	29	18	2	1	1
P_N	27	16	6	2	0
S_NP_N	56	34	8	3	1

Column totals from Table 12 indicated that 77 administrators (approximately three-fourths) were members of four or more professional organizations. Sixteen administrators belonged to three organizations. The remaining nine (approximately nine per cent), all Group III administrators, were members of only two professional organizations. Many school administrators, 76 of the 102, have held an elected position in a professional organization.

TABLE 12

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND NUMBER OF PROFESSIONAL ORGANIZATION MEMBERSHIPS

Admin. Group	Number of Memberships								
	0	1	2	3	4	5	6	7	8 or more
S_1	0	0	0	0	2	6	1	5	3
P_1	0	0	0	1	3	6	4	2	1
S_2	0	0	0	1	6	0	8	2	0
P_2	0	0	0	0	10	6	1	0	0
S_3	0	0	6	5	3	2	1	0	0
P_3	0	0	3	9	3	2	0	0	0
S_N	0	0	6	6	11	8	10	7	3
P_N	0	0	3	10	16	14	5	2	1
S_NP_N	0	0	9	16	27	22	15	9	4

As shown in Table 13, most administrators were members of a civic-service organization. Membership in two or more organizations was indicated by approximately 65 per cent of the sample. Nineteen administrators, of whom 17 were principals, belonged to no civic-service organization. A slight majority of the administrators, 58 of the 102, have held an elected position in a civic-service organization.

TABLE 13

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND NUMBER OF CIVIC-SERVICE (INSTRUMENTAL) MEMBERSHIPS IN THEIR PRESENT COMMUNITIES

Admin. Group	Number of Memberships				
	0	1	2	3	4 or more
S_1	0	2	5	4	6
P_1	5	2	6	4	0
S_2	0	4	6	4	3
P_2	4	2	8	1	2
S_3	2	5	4	5	1
P_3	8	2	5	1	1
S_N	2	11	15	13	10
P_N	17	6	19	6	3
S_NP_N	19	17	34	19	13

The number of memberships in recreational organizations is given in Table 14. Many administrators (36) belonged to no recreational organization. Another 40 indicated only one membership. Twenty-six administrators have held an elected position in a recreational organization.

TABLE 14

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND NUMBER OF MEMBERSHIPS IN RECREATIONAL (EXPRESSIVE) ORGANIZATIONS IN THEIR PRESENT COMMUNITIES

Admin. Group	Number of Memberships 0	1	2	3	4 or more
S_1	4	7	5	1	0
P_1	6	6	4	1	0
S_2	3	8	6	0	0
P_2	4	9	4	0	0
S_3	9	5	3	0	0
P_3	10	5	1	1	0
S_N	16	20	14	1	0
P_N	20	20	9	2	0
S_NP_N	36	40	23	3	0

As shown in Table 15, 52 administrators were presently employed in rural-farmareas and in villages of less than 2,500 population. Another 26 superintendents and principals were employed in towns of 2,500-9,999 persons. The remaining 24 were located in areas with a population of more than 10,000 people.

TABLE 15

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND THE SIZE OF THEIR PRESENT COMMUNITIES

Admin. Group	Size of Community in which Administrator was Employed				
	Rural-farm	Under 2,500	2,500-9,999	10,000-99,999	100,000 and over
S_1	0	0	7	8	2
P_1	0	0	6	8	3
S_2	0	11	5	0	1
P_2	0	7	8	0	2
S_3	1	16	0	0	0
P_3	1	16	0	0	0
S_N	1	27	12	8	3
P_N	1	23	14	8	5
S_NP_N	2	50	26	16	8

The number of dropouts for the schools studied are summarized in Table 16. The average number of dropouts appeared to be greatest in grades 10 and 11 for the largest schools. In Group II and Group III schools, the average number tended to increase somewhat from grade nine, and reached a peak in grade 12.

TABLE 16

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND THEIR SCHOOLS' AVERAGE NUMBER OF DROPOUTS

Admin. Group	Average Number of Dropouts per Grade				Total Number of Schools Included
	Grade 9	Grade 10	Grade 11	Grade 12	
*S_1	5.5	11.6	11.6	8.2	16
*P_1	5.7	12.1	13.1	11.1	14
S_2	1.2	1.3	1.6	2.0	17
*P_2	0.6	2.3	2.1	2.8	16
S_3	0.2	0.1	0.6	0.8	17
P_3	0.2	0.8	0.8	0.9	17
S_N	2.3	4.3	4.6	3.7	50
P_N	2.2	5.1	5.3	4.9	48
S_NP_N	2.1	4.4	4.7	4.1	97

*Dropouts for Lincoln and Omaha were omitted because each school system had several high schools. No breakdown for individual schools was available. Listed below are dropouts in each grade for the two school systems:

Grade	9	10	11	12
Lincoln	42	94	165	91
Omaha	188	385	351	283

As illustrated in Table 17, 86 administrators were in schools with the "A" or "AA" accreditation rating from the Nebraska State Department of Education. A "minor" accreditation rating was maintained

TABLE 17

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND THEIR SCHOOLS' STATE DEPARTMENT OF EDUCATION ACCREDITATION RATING

Admin. Group	Accreditation Level			
	AA	A	M	Ap
S_1	11	6	0	0
P_1	11	6	0	0
S_2	0	17	0	0
P_2	0	17	0	0
S_3	0	6	8	3
P_3	0	12	3	2
S_N	11	29	8	3
P_N	11	35	3	2
S_NP_N	22	64	11	5

by 11 schools and five schools were on the "approved" list. All 16 schools with "minor" or "approved" status were Group III schools.*

The average cost per pupil in the secondary schools studied, based on average daily membership, is summarized in Table 18. Group I schools had the smallest per pupil cost, $486, and Group III schools had the highest per pupil cost, $660.

TABLE 18

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND THEIR SCHOOLS' AVERAGE COST TO NEAREST DOLLAR PER PUPIL IN SECONDARY SCHOOLS BASED ON AVERAGE DAILY MEMBERSHIP

Admin. Group	Average Cost per Pupil	Admin. Group	Average Cost per Pupil
S_1	$478	S_N	$569
P_1	494	P_N	564
S_2	549	S_1P_1	486
P_2	557	S_2P_2	553
S_3	679	S_3P_3	660
P_3	641	S_NP_N	566

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*As defined on page 127 of the 1965-1966 Educational Directory of the Nebraska State Department of Education, an "A" or "AA" accreditation rating means that the school has met the standards for full accreditation as determined by the State Board of Education. An "M" means that the school has met the standards for minor accreditation as set forth by the State Board of Education. An "Ap" means that the school has met the minimum legal standards for an approved school as set forth by the State Board of Education.

III. ROLE INSTRUMENT SUMMARY

Role instrument scores were summarized for all eight sub-tests. Items considered most important were those concerned with initiating, developing and maintaining occupational education programs and also those items related to administrators' orientation toward educational change. Other items pertaining to the expected behavior of administrators regarding students, school board, school staff, and other members of the community were included to complete the description of the administrators. All individual scores for superintendents and principals are listed in Appendix D.

Initiation of Occupational Education

As shown in Table 19, the range and mean scores for superintendents and principals were very similar. An exception in range was noted in the series of Group I principals. These principals tended to be in more agreement concerning their expected behavior than were the other administrator groups.

Principals, as a group, scored higher than superintendents. Within each school size group, as well, the principals' scores were higher than those of the superintendents. Principals, therefore, felt somewhat more obligated toward the initiation, development, and maintenance of occupational education than did the superintendents. Most differences of scores between groups were relatively small, however, and in no case was the difference statistically significant at the ".05" level.

TABLE 19

ROLE (INITIATION OF OCCUPATIONAL EDUCATION) MEAN SCORES, RANGE AND STANDARD DEVIATIONS OF SUPERINTENDENTS AND PRINCIPALS

Administrators by School Size	Mean Score	Range	Standard Deviation
S_1	37.65	29-48	4.8
P_1	38.71	32-44	3.6
S_2	38.59	30-47	4.7
P_2	39.88	34-49	4.4
S_3	37.65	31-51	5.6
P_3	38.94	27-48	4.6
S_N	37.96	29-51	5.0
P_N	39.18	27-49	4.2
$S_N P_N$	38.57	27-51	4.6

Administrators from Group II (medium-sized) schools indicated a stronger obligation toward the initiation of occupational education than did the administrators in Groups I and III. The difference was not great enough to be statistically significant. (see Table 20)

TABLE 20

t-TEST OF ROLE (INITIATION OF OCCUPATIONAL EDUCATION) BY ADMINISTRATOR POSITION AND SCHOOL SIZE

Group (mean)		Group (mean)	t-test	Level of Significance
S_1 (37.65)	vs.	S_2 (38.59)	-0.5938	n s
S_1 (37.65)	vs.	S_3 (37.65)	0.0000	n s
S_2 (38.59)	vs.	S_3 (37.65)	0.5501	n s
P_1 (38.71)	vs.	P_2 (39.88)	-0.8880	n s
P_1 (38.71)	vs.	P_3 (38.94)	-0.1714	n s
P_2 (39.88)	vs.	P_3 (38.94)	0.6301	n s
S_1 (37.65)	vs.	P_1 (38.71)	-0.7478	n s
S_2 (38.59)	vs.	P_2 (39.88)	-0.8603	n s
S_3 (37.65)	vs.	P_3 (38.94)	-0.7605	n s
S_1P_1 (38.18)	vs.	S_2P_2 (39.24)	-1.0154	n s
S_1P_1 (38.18)	vs.	S_3P_3 (38.29)	-0.1054	n s
S_2P_2 (39.24)	vs.	S_3P_3 (38.29)	0.8210	n s
S_N (37.96)	vs.	P_N (39.18)	-1.3551	n s

Orientation Toward Change

The range of scores for groups of superintendents and principals was similar in all cases. As shown in Table 21, large school superintendents and principals had the same mean scores. In the other school size groups, superintendents scored higher than principals.

TABLE 21

ROLE (ORIENTATION TOWARD CHANGE) MEAN SCORES, RANGE AND STANDARD DEVIATION OF SUPERINTENDENTS AND PRINCIPALS

Administrators by School Size	Mean Score	Range	Standard Deviation
S_1	23.53	18-31	4.1
P_1	23.53	18-29	3.8
S_2	24.06	18-29	2.9
P_2	21.18	13-25	3.2
S_3	22.59	18-32	3.0
P_3	22.18	16-28	3.7
S_N	23.39	18-32	3.4
P_N	22.29	13-29	3.6
S_NP_N	22.84	13-32	3.5

As seen in Table 22, in Group II, the medium-sized schools, the difference between superintendents and principals was significant at the ".01" level. Group II superintendents, therefore, displayed a more dynamic attitude toward change than did the Group II principals.

Based upon school size only, the mean scores for administrators were highest for large schools and lowest for small schools. Superintendents, as a group, scored higher than the principals. The differences, however, in all cases were not statistically significant.

TABLE 22

t-TEST OF ROLE (ORIENTATION TOWARD CHANGE) BY ADMINISTRATOR POSITION AND SCHOOL SIZE

Group (mean)		Group (mean)	t-test	Level of Significance
S_1 (23.53)	vs.	S_2 (24.06)	-0.4482	n s
S_1 (23.53)	vs.	S_3 (22.59)	0.7918	n s
S_2 (24.06)	vs.	S_3 (22.59)	1.4966	n s
P_1 (23.53)	vs.	P_2 (21.18)	2.0134	n s
P_1 (23.53)	vs.	P_3 (22.18)	1.0834	n s
P_2 (21.18)	vs.	P_3 (22.18)	-0.8710	n s
S_1 (23.53)	vs.	P_1 (23.53)	0.0000	n s
S_2 (24.06)	vs.	P_2 (21.18)	2.8318	$p<.01$
S_3 (22.59)	vs.	P_3 (22.18)	0.3686	n s
S_1P_1 (23.53)	vs.	S_2P_2 (22.62)	1.0519	n s
S_1P_1 (23.53)	vs.	S_3P_3 (22.38)	1.3295	n s
S_2P_2 (22.62)	vs.	S_3P_3 (22.38)	0.2957	n s
S_N (23.39)	vs.	P_N (22.29)	1.6001	n s

Obligation to Students

As shown in Table 23, the range of scores for administrators varied considerably. Scores for superintendents of Group III ranged only 11 points as compared to 26 and 20 points for Groups I and II, respectively. Small school superintendents, therefore, tended to be

TABLE 23

ROLE (OBLIGATION TO STUDENTS) MEAN SCORES, RANGE AND STANDARD DEVIATION OF SUPERINTENDENTS AND PRINCIPALS

Administrators by School Size	Mean Score	Range	Standard Deviation
S_1	34.47	21-46	6.3
P_1	35.71	28-44	4.9
S_2	36.24	24-43	5.5
P_2	35.29	32-39	2.0
S_3	35.47	29-39	3.0
P_3	36.82	30-45	3.9
S_N	35.39	21-46	5.1
P_N	35.94	28-45	3.8
S_NP_N	35.67	21-46	4.5

in agreement concerning their obligations to students. Group II principals' scores were most similar, with a range of only eight points. Groups I and III ranges were relatively low also.

Comparison of mean scores, as shown in Table 24, reveals small differences between the various groups. In no case was the difference statistically significant. Principals of the total sample (P_N) scored higher than the superintendents (S_N) which indicated a somewhat higher feeling of obligation toward students. The mean score for administrators was highest for the small schools (S_3P_3) and lowest for the large schools (S_1P_1).

TABLE 24

t-TEST OF ROLE (OBLIGATION TO STUDENTS) BY ADMINISTRATOR POSITION AND SCHOOL SIZE

Group (mean)		Group (mean)	t-test	Level of Significance
S_1 (34.47)	vs.	S_2 (36.24)	-0.8967	n s
S_1 (34.47)	vs.	S_3 (35.47)	-0.6085	n s
S_2 (36.24)	vs.	S_3 (35.47)	0.5158	n s
P_1 (35.71)	vs.	P_2 (35.29)	0.3296	n s
P_1 (35.71)	vs.	P_3 (36.82)	-0.7570	n s
P_2 (35.29)	vs.	P_3 (36.82)	-1.4961	n s
S_1 (34.47)	vs.	P_1 (35.71)	-0.6570	n s
S_2 (36.24)	vs.	P_2 (35.29)	0.6831	n s
S_3 (35.47)	vs.	P_3 (36.82)	-1.1666	n s
S_1P_1 (35.09)	vs.	S_2P_2 (35.76)	-0.5766	n s
S_1P_1 (35.09)	vs.	S_3P_3 (36.14)	-0.9490	n s
S_2P_2 (35.76)	vs.	S_3P_3 (36.14)	-0.4195	n s
S_N (35.39)	vs.	P_N (35.94)	-0.6250	n s

Obligation to Community

The range of scores for groups of superintendents and principals, Table 25, was similar in most cases. The major exception was the range within the small school principals' group. The principals of that group had a small range which indicated general agreement in regard to their obligation to the community.

TABLE 25

ROLE (OBLIGATION TO COMMUNITY) MEAN SCORES, RANGE AND STANDARD DEVIATION OF SUPERINTENDENTS AND PRINCIPALS

Administrators by School Size	Mean Score	Range	Standard Deviation
S_1	32.00	22-44	5.3
P_1	30.65	19-40	5.4
S_2	33.06	23-39	5.4
P_2	33.00	23-42	4.5
S_3	29.82	16-40	6.4
P_3	32.76	28-38	3.0
S_N	31.63	16-44	5.8
P_N	32.14	19-42	4.4
S_NP_N	31.88	16-44	5.1

As indicated in Table 26, the mean score of principals (P_N) was somewhat greater than that of superintendents (S_N). However, variations existed within size groups. Group I superintendents scored higher than Group I principals. Mean scores of Group II superintendents

TABLE 26

t-TEST OF ROLE (OBLIGATION TO COMMUNITY) BY ADMINISTRATOR POSITION AND SCHOOL SIZE

Group	(mean)		Group	(mean)	t-test	Level of Significance
S_1	(32.00)	vs.	S_2	(33.06)	-0.5957	n s
S_1	(32.00)	vs.	S_3	(29.82)	1.1113	n s
S_2	(33.06)	vs.	S_3	(29.82)	1.6453	n s
P_1	(30.65)	vs.	P_2	(33.00)	-1.4232	n s
P_1	(30.65)	vs.	P_3	(32.76)	-1.4612	n s
P_2	(33.00)	vs.	P_3	(32.76)	0.1847	n s
S_1	(32.00)	vs.	P_1	(30.65)	0.7600	n s
S_2	(33.06)	vs.	P_2	(33.00)	0.0356	n s
S_3	(29.82)	vs.	P_3	(32.76)	-1.7682	n s
S_1P_1	(31.32)	vs.	S_2P_2	(33.03)	-1.3991	n s
S_1P_1	(31.32)	vs.	S_3P_3	(31.29)	0.0235	n s
S_2P_2	(33.03)	vs.	S_3P_3	(31.29)	1.4481	n s
S_N	(31.63)	vs.	P_N	(32.14)	-0.5049	n s

and principals were almost identical. The scores of Group III principals were higher than the Group III superintendents. All differences were not enough to be significant statistically.

Based upon school size only, the medium-sized school administrators (S_2P_2) felt most obligated to the community. Mean scores for large and small school administrators were very similar.

Obligation to School Board

As illustrated in Table 27, the range of scores for administrators varied somewhat, especially among the medium- and small-sized

TABLE 27

ROLE (OBLIGATION TO SCHOOL BOARD) MEAN SCORES, RANGE AND STANDARD DEVIATION OF SUPERINTENDENTS AND PRINCIPALS

Administrators by School Size	Mean Score	Range	Standard Deviation
S_1	39.24	33-47	3.4
P_1	38.35	30-44	4.4
S_2	39.35	33-48	4.0
P_2	39.29	35-46	3.4
S_3	39.35	31-48	5.4
P_3	39.00	33-43	3.8
S_N	39.31	31-48	4.3
P_N	38.88	30-46	3.8
S_NP_N	39.10	30-48	4.1

schools. Group II and III superintendents displayed least agreement, while the principals of Groups II and III were in close agreement, in regard to their obligations to the school board.

A comparison of mean scores, as shown in Table 28, reveals that superintendents as a group, and within each size group, scored

TABLE 28

t-TEST OF ROLE (OBLIGATION TO SCHOOL BOARD) BY ADMINISTRATOR POSITION AND SCHOOL SIZE

Group	(mean)		Group	(mean)	t-test	Level of Significance
S_1	(39.24)	vs.	S_2	(39.35)	-0.0950	n s
S_1	(39.24)	vs.	S_3	(39.35)	-0.0779	n s
S_2	(39.35)	vs.	S_3	(39.35)	0.0000	n s
P_1	(38.35)	vs.	P_2	(39.29)	-0.7188	n s
P_1	(38.35)	vs.	P_3	(39.00)	-0.4708	n s
P_2	(39.29)	vs.	P_3	(39.00)	0.2435	n s
S_1	(39.24)	vs.	P_1	(38.35)	0.6756	n s
S_2	(39.35)	vs.	P_2	(39.29)	0.0474	n s
S_3	(39.35)	vs.	P_3	(39.00)	0.2249	n s
S_1P_1	(38.79)	vs.	S_2P_2	(39.32)	-0.5855	n s
S_1P_1	(38.79)	vs.	S_3P_3	(39.17)	-0.3733	n s
S_2P_2	(39.32)	vs.	S_3P_3	(39.17)	0.1469	n s
S_N	(39.31)	vs.	P_N	(38.88)	0.5402	n s

higher than did the principals. Although superintendents were more responsive in their obligation to school boards, there were no significant trends noted.

Obligation to Staff

The ranges of scores as shown in Table 29 for superintendents (S_N) and principals (P_N) were very similar. Within each size category the Group II superintendents and Group III principals disagreed considerably within their respective group in regard to their obligations

TABLE 29

ROLE (OBLIGATION TO STAFF) MEAN SCORES, RANGE AND STANDARD DEVIATION OF SUPERINTENDENTS AND PRINCIPALS

Administrators by School Size	Mean Score	Range	Standard Deviation
S_1	40.82	32-48	4.6
P_1	40.24	33-46	4.2
S_2	40.94	27-50	5.0
P_2	41.24	35-46	2.7
S_3	38.59	29-45	4.3
P_3	42.29	28-53	6.5
S_N	40.12	27-50	4.7
P_N	41.25	28-53	4.7
S_NP_N	40.69	27-53	4.7

toward the staff. Greatest agreement was noted among the Group II principals.

As shown in Table 30, the mean score for principals was greater than that for superintendents, an indication that the principals felt more obligated to their staff than did the superintendents. Group I

TABLE 30

t-TEST OF ROLE (OBLIGATION TO STAFF) BY ADMINISTRATOR POSITION AND SCHOOL SIZE

Group	(mean)		Group	(mean)	t-test	Level of Significance
S_1	(40.82)	vs.	S_2	(40.94)	-0.0735	n s
S_1	(40.82)	vs.	S_3	(38.59)	1.5085	n s
S_2	(40.94)	vs.	S_3	(38.59)	1.5150	n s
P_1	(40.24)	vs.	P_2	(41.24)	-0.8541	n s
P_1	(40.24)	vs.	P_3	(42.29)	-1.1281	n s
P_2	(41.24)	vs.	P_3	(42.29)	-0.6362	n s
S_1	(40.82)	vs.	P_1	(40.24)	0.4024	n s
S_2	(40.94)	vs.	P_2	(41.24)	-0.2197	n s
S_3	(38.59)	vs.	P_3	(42.29)	-2.0128	n s
S_1P_1	(40.53)	vs.	S_2P_2	(41.09)	-0.5629	n s
S_1P_1	(40.53)	vs.	S_3P_3	(40.44)	0.0724	n s
S_2P_2	(41.09)	vs.	S_3P_3	(40.44)	0.5474	n s
S_N	(40.12)	vs.	P_N	(41.25)	-1.2334	n s

superintendents scored slightly higher than the principals, but in Groups II and III the principals' mean scores were higher. The difference in Group III was close to significance at the ".05" level. No trends were noted among the mean scores based upon school size only, i.e., S_1P_1, S_2P_2, and S_3P_3.

Rights Over Staff

As shown in Table 31, the ranges of scores for Group I and II superintendents and Group II principals were smallest, an indication of some agreement in regard to their rights over staff, i.e., their expectations from the staff.

TABLE 31

ROLE (RIGHTS OVER STAFF) MEAN SCORES, RANGE AND STANDARD DEVIATION OF SUPERINTENDENTS AND PRINCIPALS

Administrators by School Size	Mean Score	Range	Standard Deviation
S_1	27.71	20-33	3.4
P_1	28.41	20-40	5.3
S_2	29.47	23-34	3.8
P_2	31.00	22-35	3.6
S_3	29.12	19-37	5.3
P_3	28.00	19-35	5.2
S_N	28.76	19-37	4.2
P_N	29.14	19-40	4.8
S_NP_N	28.95	19-40	4.5

Mean scores indicated that principals (P_N) expected somewhat more from their staff than did the superintendents (S_N). Group II administrators (S_2P_2) scored highest in their feelings of rights over staff. The difference between Group II and Group I administrators, Table 32, was statistically significant at the ".05" level.

TABLE 32

t-TEST OF ROLE (RIGHTS OVER STAFF) BY ADMINISTRATOR POSITION AND SCHOOL SIZE

Group	(mean)		Group	(mean)	t-test	Level of Significance
S_1	(27.71)	vs.	S_2	(29.47)	-1.4678	n s
S_1	(27.71)	vs.	S_3	(29.12)	-0.9507	n s
S_2	(29.47)	vs.	S_3	(29.12)	0.2287	n s
P_1	(28.41)	vs.	P_2	(31.00)	-1.7178	n s
P_1	(28.41)	vs.	P_3	(28.00)	0.2354	n s
P_2	(31.00)	vs.	P_3	(28.00)	2.0223	n s
S_1	(27.71)	vs.	P_1	(28.41)	-0.4760	n s
S_2	(29.47)	vs.	P_2	(31.00)	-1.2420	n s
S_3	(29.12)	vs.	P_3	(28.00)	0.6384	n s
S_1P_1	(28.06)	vs.	S_2P_2	(30.23)	-2.2332	$p< .05$
S_1P_1	(28.06)	vs.	S_3P_3	(28.56)	-0.4337	n s
S_2P_2	(30.23)	vs.	S_3P_3	(28.56)	1.5488	n s
S_N	(28.76)	vs.	P_N	(29.14)	-0.4167	n s

Anomie and Others

The range of scores for superintendent and principal groups was quite similar. One possible exception was found among the principals. The range of alienation scores was greatest among the large school principals.

Within Group I, principals displayed greater alienation than did the superintendents. Mean scores, found in Table 33, indicate smaller and even less significant differences between the administrators of Groups II and III. Principals, as a group, scored slightly

TABLE 33

ROLE (ANOMIE AND OTHERS) MEAN SCORES, RANGE AND STANDARD DEVIATION OF SUPERINTENDENTS AND PRINCIPALS

Administrators by School Size	Mean Score	Range	Standard Deviation
S_1	11.41	6-21	3.9
P_1	13.82	9-24	4.6
S_2	11.53	5-16	3.0
P_2	11.59	6-17	2.6
S_3	11.47	5-18	3.7
P_3	10.53	6-16	2.9
S_N	11.47	5-21	3.5
P_N	11.98	6-24	3.7
S_NP_N	11.73	5-24	3.6

higher than the superintendents. A statistically significant difference (Table 34), at the ".05" level was noted between principal groups. Large school principals (P_1) felt more alienated than the small school principals (P_3). The higher scores of principals from large schools indicated that their feelings of powerlessness,

TABLE 34

t-TEST OF ROLE (ANOMIE AND OTHERS) BY ADMINISTRATOR POSITION AND SCHOOL SIZE

Group	(mean)		Group	(mean)	t-test	Level of Significance
S_1	(11.41)	vs.	S_2	(11.53)	-0.1004	n s
S_1	(11.41)	vs.	S_3	(11.47)	-0.0460	n s
S_2	(11.53)	vs.	S_3	(11.47)	-0.0518	n s
P_1	(13.82)	vs.	P_2	(11.59)	1.8022	n s
P_1	(13.82)	vs.	P_3	(10.53)	2.5757	$p < .05$
P_2	(11.59)	vs.	P_3	(10.53)	1.1422	n s
S_1	(11.41)	vs.	P_1	(13.82)	-1.6986	n s
S_2	(11.53)	vs.	P_2	(11.59)	-0.6221	n s
S_3	(11.47)	vs.	P_3	(10.53)	0.8404	n s
S_1P_1	(12.62)	vs.	S_2P_2	(11.56)	1.2064	n s
S_1P_1	(12.62)	vs.	S_3P_3	(11.00)	1.7375	n s
S_2P_2	(11.56)	vs.	S_3P_3	(11.00)	0.7580	n s
S_N	(11.47)	vs.	P_N	(11.98)	-0.7212	n s

meaninglessness, normlessness, isolation and self-estrangement were greater than those of the small school principal.

Based upon school size only, the mean score was highest for large school administrators (S_1P_1) and lowest for small school administrators (S_3P_3) but the difference was not significant statistically.

IV. ATVE SCALE SUMMARY

A summary of the Attitude Toward Vocational Education (ATVE) scale was made of individual scores and mean scores for the 102 sample members and the various sub-groups according to school size and administrators' position. When scored for the 36 items judged significant and on the basis of normal deviate weighting, the highest possible ATVE score was 124.

Individual scores are listed in Appendix E. The range of individual scores among the superintendents, as shown in Table 35, was greatest in Group II, the medium-sized schools. The range for Group II was 46 as compared to 37 and 30 for Groups I and III, respectively. Principals of Group III had the largest range of any of the six groups listed. Their range was 53 as compared to 41 for Group I and 36 for Group II principals. Standard deviations were also greatest for Group II superintendents (11.0) and Group III principals (13.9).

Superintendents, as a group, had higher mean ATVE scores than did the principals, thus indicating they were more positively oriented toward vocational education than were the principals. As illustrated in Table 35, the mean score for all superintendents was

TABLE 35

ATVE MEAN SCORES, RANGE AND STANDARD DEVIATIONS FOR SUPERINTENDENTS AND PRINCIPALS

Administrators by School Size	Mean Score	Range	Standard Deviation
S_1	83.71	70-106	9.2
P_1	78.35	57- 97	9.7
S_2	85.65	68-113	11.0
P_2	77.76	61- 96	8.8
S_3	76.94	63- 92	8.1
P_3	79.71	48-100	13.9
S_N	82.10	63-113	10.1
P_N	78.61	48-100	10.9
$S_N P_N$	80.35	48-113	10.4

82.10 and the mean score for all principals was 78.61. Based on school size, superintendents scored higher than principals in Group I by over five points and in Group II by almost eight points. Group III reversed the trend by out-scoring the superintendents by almost three points.

Most differences of scores between groups were relatively small and statistically insignificant. However, significant differences are noted in Table 36 between superintendents of Groups I and III, between superintendents of Groups II and III, and between superintendents and principals of Group II, with all differences listed at

TABLE 36

t-TEST OF ATVE SCORES BY ADMINISTRATOR POSITION AND SCHOOL SIZE

Group	(mean)		Group	(mean)	t-test	Level of Significance
S_1	(83.71)	vs.	S_2	(85.65)	-0.5752	n s
S_1	(83.71)	vs.	S_3	(76.94)	2.3345	$p < .05$
S_2	(85.65)	vs.	S_3	(76.94)	2.7080	$p < .05$
P_1	(78.35)	vs.	P_2	(77.76)	0.1905	n s
P_1	(78.35)	vs.	P_3	(79.71)	-0.3385	n s
P_2	(77.76)	vs.	P_3	(79.71)	-0.5010	n s
S_1	(83.71)	vs.	P_1	(78.35)	1.6953	n s
S_2	(85.65)	vs.	P_2	(77.76)	2.3819	$p < .05$
S_3	(76.94)	vs.	P_3	(79.71)	-0.7287	n s
S_1P_1	(81.03)	vs.	S_2P_2	(81.78)	-0.2785	n s
S_1P_1	(81.03)	vs.	S_3P_3	(78.32)	1.0731	n s
S_2P_2	(81.78)	vs.	S_3P_3	(78.32)	1.2923	n s
S_N	(82.10)	vs.	P_N	(78.61)	1.7010	n s

the ".05" level. A similar difference, but only at the ".10" level, was observed between Group I superintendents and principals, and again between the total sample of superintendents and all the principals.

V. SEMANTIC STUDY SUMMARY

A summary of the semantic study mean scores was made for subgroups based upon administrative position and school size. Since 36 concepts were included in the test and each concept was scored according to the evaluative, potency, and activity factors a total of 108 scores was found for each of the 102 sample members.

The evaluative factor, as discussed earlier, is an indication of attitude, potency is related to the strength or power perceived in the concept, and activity denotes the degree of action associated with the concept. Although the 36 concepts utilized in the semantic study were scored for the latter two factors, the decision was made that only the evaluative dimension would make a direct contribution to this study and specifically to the development of simulated materials. Therefore, only the evaluative scores will be discussed.

The concepts to be discussed in this section are listed in Table 37 according to the item number as they appear in the test booklet. Although the total test included 36 concepts, 11 of these were filler items. Based on Miner's scheme, the remaining 25 concepts were divided on the basis of whether they were related to the academic or vocational areas and will be discussed within that framework.

As indicated earlier, the range of scores for any subscale describing a concept is one (greatest negative rating) through seven (greatest positive rating). A score of four indicates indifference.

TABLE 37

SIGNIFICANT CONCEPTS USED IN SEMANTIC STUDY

Item Number	Academic Area	Item Number	Vocational Area
4	University	1	Technician
8	College Degree	3	Labor Union
10	Professor	5	Journeyman
12	Humanities	7	Training
14	Doctor of Philosophy	9	Trade School
15	Community College	11	Foreman
17	College	13	Technical School
20	Bachelor of Arts	16	Mechanic
23	Profession	19	Vocational School
26	Associate of Arts Degree	22	Technical Institute
32	College President	25	Apprentice
34	School Superintendent	31	Skill
		33	Vocational Director

As shown in Tables 38 and 39, a general response tendency is apparent. The mean scores for all concepts, and in all administrator sub-groups, were positive, i.e., above 4.5. However, both superintendents and principals tended to react more favorably toward the academic concepts than they did toward the vocational concepts. A comparison between the vocational and academic mean scores for administrator

TABLE 38

SEMANTIC EVALUATIVE MEAN SCORES OF SUPERINTENDENTS AND PRINCIPALS FOR ACADEMIC CONCEPTS

Admin. Group	Academic Concepts					
	University	College Degree	Professor	Human- ities	Doctor of Philosophy	Community College
S_1	6.6	6.2	6.0	5.6	6.2	6.0
P_1	6.5	6.4	5.9	6.2	6.1	5.8
S_2	6.7	6.5	6.2	6.2	6.5	5.7
P_2	6.3	6.2	6.2	5.8	6.1	5.5
S_3	6.5	6.3	6.0	5.8	6.2	5.7
P_3	6.6	6.6	6.4	6.0	6.6	6.0
S_N	6.6	6.3	6.0	5.9	6.3	5.8
P_N	6.4	6.4	6.1	6.0	6.3	5.8

Admin. Group	Academic Concepts					
	College	Bachelor of Arts	Profession	Associate of Arts	College President	School Superin- tendent
S_1	6.3	6.2	6.0	5.1	6.4	6.4
P_1	6.3	6.1	6.2	5.1	6.3	6.5
S_2	6.4	6.2	6.4	5.3	6.6	6.4
P_2	6.2	5.8	6.1	5.2	6.5	6.0
S_3	6.3	5.9	6.2	5.3	6.3	6.1
P_3	6.7	6.2	6.3	5.5	6.7	6.5
S_N	6.3	6.1	6.2	5.2	6.4	6.3
P_N	6.4	6.0	6.2	5.3	6.5	6.4

TABLE 39

SEMANTIC EVALUATIVE MEAN SCORES OF SUPERINTENDENTS AND PRINCIPALS FOR VOCATIONAL CONCEPTS

Admin. Group	Vocational Concepts Technician	Labor Union	Journeyman	Training	Trade School	Foreman
S_1	6.1	5.1	5.4	6.4	6.1	6.0
P_1	5.8	5.2	5.2	6.2	6.1	6.1
S_2	6.3	5.1	5.4	6.1	6.3	6.2
P_2	6.0	4.9	5.3	6.3	5.9	5.8
S_3	6.3	4.9	5.2	6.2	6.2	6.0
P_3	6.1	5.1	5.2	6.4	6.3	6.2
S_N	6.2	5.0	5.9	6.2	6.2	6.1
P_N	6.0	5.1	5.2	6.3	6.1	6.0

Admin. Group	Vocational Concepts Technical School	Mechanic	Vocational School	Technical Institute	Apprentice	Skill	Vocational Director
S_1	5.9	5.9	6.2	6.0	5.4	6.2	6.1
P_1	6.1	5.8	6.0	6.0	5.4	6.2	6.1
S_2	6.1	5.7	6.1	6.0	5.5	5.8	6.1
P_2	5.7	5.6	5.8	5.7	5.4	6.3	6.0
S_3	5.7	5.6	6.0	5.7	5.5	6.2	6.0
P_3	6.0	5.9	6.3	6.1	5.5	6.6	6.3
S_N	5.9	5.8	6.1	5.9	5.5	6.0	6.0
P_N	5.9	5.8	6.0	6.0	5.4	6.4	6.1

sub-groups revealed differences to be significant. As shown in Table 40, the differences between vocational scores and academic scores were significant for the several sub-groups listed. The critical ratio* indicates a significant difference at the ".05" or ".01" level for all major sub-groups. Administrators' attitudes, therefore, were notably higher toward the academic concepts than toward the vocational concepts.

TABLE 40

CRITICAL RATIO OF SEMANTIC (EVALUATIVE) MEAN SCORES BY ADMINISTRATOR POSITION AND SCHOOL SIZE

Admin. Group	Vocational	vs.	Academic (mean scores)	Critical Ratio	Level of Significance
S_1P_1	5.9	vs.	6.1	2.2296	$p < .05$
S_2P_2	5.8	vs.	6.1	3.2120	$p < .01$
S_3P_3	5.9	vs.	6.2	3.0769	$p < .01$
S_N	5.9	vs.	6.1	3.0120	$p < .01$
P_N	5.9	vs.	6.2	4.2553	$p < .01$
S_NP_N	5.9	vs.	6.1	3.9604	$p < .01$

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*Critical ratio is explained in Henry E. Garrett and R. S. Woodworth, Statistics in Psychology and Education (New York: David McKay Company, Incorporated, 1962), pp. 212-17.

Large school superintendents and principals (Group I) appeared to be rather consistent in the similarity of their responses. Group II superintendents scored higher in almost all concepts than did the principals. Of the three size groups studied, the superintendents and principals of Group II presented the least agreement in favorable mean scores toward both the academic and vocational concepts. Small school (Group III) principals reacted consistently more favorably toward the concepts than did the superintendents.

All the concepts were ranked according to mean scores obtained by the administrator sub-groups. The complete tables are found in Appendix F. In order to simplify examination of the ranked scores, the three concepts reacted to most favorably and the three concepts reacted to least favorably by the administrators are listed in Tables 41 to 44. Many cases of agreement in rank may easily be noted from these tables.

Academic concepts ranked highest by the administrators appear in Table 41. The concepts in order of frequency (greatest to least) for the six administrator sub-groups were university, college president, college degree, school superintendent, and college. Academic concepts ranked lowest by the administrators are shown in Table 42. All administrators ranked associate of arts lowest with community college listed as second lowest by five of the six administrator sub-groups. Other concepts listed in the low-ranked group were humanities, bachelor of arts, professor and profession. The most

TABLE 41

HIGH RANKED ACADEMIC CONCEPTS OF SUPERINTENDENTS AND PRINCIPALS

Admin. Group	Order of Highest Ranked Academic Concepts 1	2	3
S_1	University	School Superintendent	College President
P_1	University	School Superintendent	College Degree
S_2	University	College President	College Degree
P_2	College President	University	College Degree
S_3	University	College Degree	College
P_3	College	College President	University
S_N	University	College President	College Degree
P_N	College President	University	College Degree

notable lack of agreement relative to academic rankings was the school superintendent concept. School superintendent was rated second by Group I superintendents and principals, whereas Groups II and III administrators placed it no higher than sixth and as low as eighth.

TABLE 42

LOW RANKED ACADEMIC CONCEPTS OF SUPERINTENDENTS AND PRINCIPALS

Admin. Group	Order of Lowest Ranked Academic Concepts 10	11	12
S_1	Profession	Humanities	Associate of Arts
P_1	Professor	Community College	Associate of Arts
S_2	Bachelor of Arts	Community College	Associate of Arts
P_2	Bachelor of Arts	Community College	Associate of Arts
S_3	Humanities	Community College	Associate of Arts
P_3	Humanities	Community College	Associate of Arts
S_N	Humanities	Community College	Associate of Arts
P_N	Bachelor of Arts	Community College	Associate of Arts

Vocational concepts ranked highest by the administrators are listed in Table 43. The concepts in order of frequency (greatest to least) for the six administrator sub-groups were training, skill, trade school, technician, vocational school and foreman. Vocational concepts ranked lowest by the administrators appear in Table 44. Complete agreement was reached by the administrators on the three lowest ranked concepts. Labor union was ranked lowest, then journeyman, and third lowest was apprentice. Two vocational concepts presented some lack of agreement among the administrators. A tendency for principals of Groups I and III to rate the technician concept

TABLE 43

HIGH RANKED VOCATIONAL CONCEPTS OF SUPERINTENDENTS AND PRINCIPALS

Admin.	Order of Highest Ranked Vocational Concepts		
Group	1	2	3
S_1	Training	Vocational School	Skill
P_1	Training	Skill	Trade School
S_2	Trade School	Technician	Foreman
P_2	Training	Skill	Technician
S_3	Technician	Training	Trade School
P_3	Skill	Training	Trade School
S_N	Technician	Training	Trade School
P_N	Skill	Training	Trade School

rather low was noted. In this respect, therefore, the Group II principals were in agreement with the superintendents (S_N) who generally ranked this concept among the most positive. A second concept, skill, was ranked quite favorably (no lower than fourth) by all subgroups except Group II superintendents who ranked it only seventh.

TABLE 44

LOW RANKED VOCATIONAL CONCEPTS OF SUPERINTENDENTS AND PRINCIPALS

Admin. Group	Order of Lowest Ranked Vocational Concepts 11	12	13
S_1	Apprentice	Journeyman	Labor Union
P_1	Apprentice	Journeyman	Labor Union
S_2	Apprentice	Journeyman	Labor Union
P_2	Apprentice	Journeyman	Labor Union
S_3	Apprentice	Journeyman	Labor Union
P_3	Apprentice	Journeyman	Labor Union
S_N	Apprentice	Journeyman	Labor Union
P_N	Apprentice	Journeyman	Labor Union

VI. COGNITIVE DOMAIN SUMMARY

The cognitive instrument scores were summarized for individual sample members and also for sub-groups based upon school size and administrative position. The highest possible cognitive score was 50.

Individual scores for the sample administrators are listed in Appendix G. The range of individual scores for both superintendents and principals was very similar. As observed in Table 45, however, the low score and the high score for all superintendent and principal sub-groups became progressively lower as the school size

TABLE 45

COGNITIVE MEAN SCORES, RANGE AND STANDARD DEVIATION FOR SUPERINTENDENTS AND PRINCIPALS

Administrators by School Size	Mean Score	Range	Standard Deviation
S_1	30.88	23-37	3.8
P_1	30.64	24-37	3.6
S_2	29.82	22-34	3.5
P_2	29.88	23-35	3.8
S_3	26.47	19-33	3.9
P_3	25.82	18-31	4.0
S_N	29.06	19-37	4.1
P_N	28.45	18-37	4.2
$S_N P_N$	28.75	18-37	4.2

of the administrators was decreased. Group I superintendents, for example, had a low score of 23, Group II had a low of 22 and Group III a low of 19.

As found in Table 45, superintendents, as a group, achieved higher mean scores than the principals. The mean score for all superintendents was 29.06 and the mean score for all principals was 28.45. Furthermore, the superintendents of each of the three sub-groups had higher mean scores than their principal counterparts, although the differences in all cases were quite small.

More noticeable variations are noted among the administrators when compared by school size alone. Group I administrators, including both superintendents and principals, had the highest scores. Second highest were Group II administrators and the lowest scores were achieved by the small school administrators of Group III.

As indicated, most differences of scores between groups were relatively small and statistically insignificant. Several differences, however, were significant and are recorded in Table 46. Significant differences at the ".01" level were noted between superintendents of Groups I and III and also between principals of Groups I and III. Differences significant at the ".05" level were observed between superintendents of Groups II and III and also between principals of Groups II and III.

Based on school size alone, a significant difference at the ".01" level existed between Group I administrators (large school superintendents and principals) and Group III administrators (small school superintendents and principals). A difference, also significant at the ".01" level, was noted between all Group II administrators and all Group III administrators.

TABLE 46

t-TEST OF COGNITIVE SCORES BY ADMINISTRATOR POSITION AND SCHOOL SIZE

Group	(mean)		Group	(mean)	t-test	Level of Significance
S_1	(30.88)	vs.	S_2	(29.82)	0.8658	n s
S_1	(30.88)	vs.	S_3	(26.47)	3.4304	$p< .01$
S_2	(29.82)	vs.	S_3	(26.47)	2.6969	$p< .05$
P_1	(30.64)	vs.	P_2	(28.88)	1.5450	n s
P_1	(30.64)	vs.	P_3	(25.82)	3.8921	$p< .01$
P_2	(28.88)	vs.	P_3	(25.82)	2.3631	$p< .05$
S_1	(30.88)	vs.	P_1	(30.64)	0.0468	n s
S_2	(29.82)	vs.	P_2	(28.88)	0.7696	n s
S_3	(26.47)	vs.	P_3	(25.82)	0.4926	n s
S_1P_1	(30.85)	vs.	S_2P_2	(29.35)	1.7038	n s
S_1P_1	(30.85)	vs.	S_3P_3	(26.15)	5.1680	$p< .01$
S_2P_2	(29.35)	vs.	S_3P_3	(26.15)	3.5514	$p< .01$
S_N	(29.06)	vs.	P_N	(28.45)	0.6630	n s

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to summarize the findings of this study. Certain conclusions and recommendations are also included.

I. SUMMARY

Summary of the Purpose

Simulated and other instructional materials related to vocational education were developed by the Department of Educational Administration, University of Nebraska. These materials were to be used to train administrators so they would be better prepared to face new responsibilities concerning vocational education. The development of simulated and related materials required a description of school administrators which included the following:

1. A data sheet of personal and demographic information.
2. An investigation of the perceived role of public school administrators regarding leadership expectations with reference to providing vocational and technical education in public schools.
3. An assessment of the attitudes of public school administrators toward vocational education.
4. An assessment of the levels of cognition of public school administrators regarding factual aspects of vocational and technical education.

The purpose of the study, therefore, was to prepare a descriptive analysis of the relationship which existed between selected Nebraska administrators and vocational education. This descriptive analysis was ultimately to serve as an aid or guide in the preparation of simulated and other materials.

Summary of the Procedure

The following procedures were used in the development of the study:

1. A review of literature was made to establish background information about demographic data, role theory, attitude scales, and the cognitive aspects of vocational education.

2. A table of random numbers was used to select 51 superintendents and 51 principals from three size categories of Nebraska schools. The cooperation of the administrators was enlisted by letter and a return card to indicate their willingness to participate in the study. Schools were classified by student enrollments of grades nine through twelve as follows:

Group I	500 or more students
Group II	200 to 499 students
Group III -	199 or fewer students

3. Personal and professional information concerning the 102 sample administrators was obtained through a demographic questionnaire.

4. Role, attitude and cognitive instruments as related to vocational education were given to sample administrators at eight

conveniently located sites.

5. Results of the questionnaire and test instruments were summarized to give a description of the 102 sample administrators.

Summary of the Literature and Development of the Tests

A review of the literature indicated a need for increased emphasis in the area of vocational and technical education. Factors contributing to this need included excessive numbers of school dropouts, increased numbers of youth entering the labor market, technological changes, and increased numbers of women desiring employment. Efforts have been made at the federal level to combat these problems, however, leadership is needed within the schools to provide help in the solution of these problems. Superintendents and principals are in positions of leadership, but a lack of qualified administrative leaders has been one hindrance to change in vocational and technical education. A need exists for programs designed to train and develop administrators who will provide the leadership necessary for the improvement and expansion of vocational and technical education.

The role instrument. Literature related the role concept to behavior. People's behavior is often influenced by guidelines or expectations which apply to themselves or to others in the social system. The concept "position" is closely associated with that of "role." A particular position is usually related and defined by more than one other position or a counter position within the particular social system. The expectations which refer to expected behavior may be either an "obligation" or a "role right." Items for the role instrument included role rights and/or obligations as related to students, school board, community and staff. Also included were items in regard to orientation toward change and to the involvement administrators perceive appropriate for themselves regarding the initiation, development and maintenance of occupational education.

The ATVE Scale. The literature revealed the Likert technique was a suitable means of measuring attitudes. The method of assigning values 1 to 5 to each of the different positions on five-point statements provides a simple method of scoring which gives satisfactory results as compared to more complicated techniques. Evidence indicated that scores from scales constructed by the method of summated ratings are comparable to those obtained from scales constructed by the method of equal appearing intervals.

The Semantic Study. The semantic differential technique is a combination of controlled association and scaling procedures. The semantic differential scaling technique consists of a concept to be evaluated, followed by sets of bipolar adjectives to which the subject can react by placing a mark along a seven-step scale. The reaction is plotted both in terms of the direction and distance from the origin. Extensive factor analysis of the measurement of meaning led to the identification of three primary factors: evaluative, potency and activity. The literature revealed a high correlation between semantic differential scores and corresponding Thurstone scores, and also between the semantic differential and Guttman scales. Several studies involving the use of the semantic differential in the prediction of attitude change demonstrated its usefulness.

The cognitive domain. The literature revealed that school administrators lacked knowledge of the various facets of vocational education. A cognitive instrument was developed to assess knowledge related to vocational education. Multiple choice test items were used because of their apparent acceptance for use in an objective test. Questions related to vocational education were included from the areas of literature, legislative acts, administration and personnel, guidance, population and labor statistics, curriculum, and facilities and finance.

Summary. From the literature the needs as related to vocational education were summarized. Background information concerning role, attitude and cognitive areas was included. A summarization of techniques of test construction was given. From the information thus gained the following test instruments were developed: (1) The Role Instrument, (2) The Attitude Toward Vocational Education (ATVE) Scale, (3) The Semantic Study and (4) A Purview of Vocational and Technical Education.

II. THE FINDINGS

Summary of the Findings

The personal and demographic data revealed the following information in regard to the 102 sample administrators:

1. All administrators were between the ages of 25 and 65 years and just over half (59) were between the ages of 31 and 45 years.

2. Most spouses (83) of the administrators had at least some college education.

3. A slight majority of the fathers (58) of the administrators were listed as skilled laborers. Only five fathers had professional occupations.

4. Most of the administrators (71) spent the longest period of their childhood in either rural-farm surroundings or in villages under 2500 population.

5. Most of the administrators (79) had completed additional graduate courses beyond the master's degree.

6. The administrators' years of experience varied considerably. More than 10 years' experience was cited by 58 administrators and 19 possessed less than five years' experience.

7. Approximately three-fourths of the administrators had no teaching experience in occupational education courses.

8. The administrators were quite mobile. Over half the administrators (57) were employed as administrators in their respective schools for less than five years. Only 19 administrators had been employed 10 or more years in their present school system.

9. Work experience unrelated to the schools was rather limited. Twenty-six administrators had no summer employment and 56 had no experience in paid yearly positions unrelated to any educational program.

10. Most administrators (77) belonged to four or more professional organizations.

11. Membership in two or more civic-service organizations was indicated by 66 administrators but 19 belonged to no civic-service organization.

Role instrument data are summarized in the following statements:

1. Principals felt somewhat more obligated toward the initiation, development and maintenance of occupational education than did the superintendents.

2. Administrators from Group II schools (200-499 students) indicated a stronger obligation toward the initiation of occupational education than did the administrators in Groups I (500 and more students) and III (less than 200 students).

3. Mean scores of orientation toward change were highest for large school administrators and lowest for small schools.

4. Superintendents, as a group, displayed a more dynamic attitude toward change than did the principals. The difference between Group II superintendents and principals was significant at the ".01" level.

5. Principals indicated a somewhat higher feeling of obligation toward students than did the superintendents.

6. Group II administrators displayed a slightly higher feeling of obligation toward the community than did Groups I and III.

7. Superintendents indicated feelings of greater obligations toward the school board than did the principals but the differences were not significant.

8. Principals tended to feel more obligated to the staff than did the superintendents. The greatest difference was found between the Group III superintendents and principals.

9. Mean scores indicated that principals expected somewhat more from their staff than did the superintendents.

10. Group I principals indicated a rather high degree of alienation, that is, their feelings of powerlessness, meaninglessness, normlessness, isolation and self-estrangement were greater than those of the smaller school principals.

The ATVE scale data are summarized as follows:

1. Superintendents, as a group, were more positively oriented toward vocational education than were the principals.

2. Significant differences at the ".05" level were noted between superintendents of Groups I and III, between superintendents of Groups II and III, and between superintendents and principals of Group II.

The Semantic Study resulted in the following findings:

1. Administrators' attitudes were significantly more positive toward the academic concepts than toward the vocational concepts.

2. Academic concepts ranked highest by the administrators were university, college president, college degree, school superintendent and college.

3. Academic concepts ranked lowest by the administrators were associate of arts, community college, humanities, bachelor of arts, professor and profession.

4. Vocational concepts ranked highest by the administrators were training, trade school, technician, vocational school and foreman.

5. Vocational concepts ranked lowest by the administrators were labor union, journeyman and apprentice.

The cognitive instrument is summarized in the following statements:

1. Superintendents, as a group, scored higher than did the principals.

2. Highest scores were attained by Group I administrators (S_1P_1), second highest were Group II administrators (S_2P_2) and the lowest scores were achieved by the small school administrators of Group III (S_3P_3).

3. Significant differences were noted between superintendents of Groups I and III and also between principals of Groups I and III.

4. Significant differences were observed between superintendents of Groups II and III and also between principals of Groups II and III.

5. Significant differences existed between Group I administrators (S_1P_1) and Group III administrators (S_3P_3) and between Group II administrators (S_2P_2) and Group III administrators (S_3P_3).

III. CONCLUSIONS

From the literature it is concluded that a need exists for increased emphasis in the area of vocational and technical education. Since a lack of qualified school administrators apparently is one hindrance to change in vocational and technical education, a need exists for programs designed to train and develop administrators who will provide the leadership necessary for the expansion and improvement of vocational and technical education. It is intended that the description of the sample administrators as provided herein will aid in the development of such a program.

The data as collected by questionnaire and through the several test instruments make possible a number of conclusions in regard to the 102 sample administrators.

A substantial number (almost one-half) of the administrators had less than 10 years' administrative experience. Furthermore, over half the administrators were employed at their present position for less than five years. The two factors, lack of employment stability and inexperience, may prevent administrators from being effective agents of change.

In general, the administrators' perception of their role regarding leadership expectations in the area of vocational and technical education was similar among the various sub-groups. Some variations were noted, however, in their obligations toward the initiation, development and maintenance of occupational education.

Some differences were observed in regard to their orientation toward change and in their expectations from the staff. Especially in the area of change, it is concluded that some training may be needed to develop a dynamic attitude if change is to take place.

The attitudes of administrators, as measured by the ATVE scale varied considerably. Mean scores of all principal sub-groups and Group III superintendents tended to be lower than the scores of superintendents of Groups I and II. Efforts to improve attitudes of principals and small school superintendents will have to be made before effective vocational programs will be developed in their schools.

The Semantic Study indicated a difference of attitude for all groups toward vocational concepts as compared to academic concepts. If the school program is to offer equal opportunities to all students, whether they are interested in academic or vocational areas, then it is concluded that efforts must be made to equalize the attitudes of administrators toward the vocational and academic fields.

Cognitive scores varied among the several administrative sub-groups. The smallest school administrators achieved lowest scores, thus indicating their lack of knowledge concerning vocational and technical information. Special material may be needed to help the small school administrator become more aware of factual information related to the vocational program.

IV. RECOMMENDATIONS

The 102 sample school administrators had both similar and dissimilar characteristics which give rise to several recommendations.

Since the attitudes of administrators toward vocational education tend to be lower than toward academic areas it is recommended that training materials related to the values of vocational education be prepared and used in the preparation program for administrators. School leaders must understand and believe in the need for an adequate vocational program if they are to effect change in their school programs.

The small school administrators appeared less knowledgeable in regard to vocational education than did the medium and large school administrators. Special attention should be given small school administrators in order to raise their level of cognition as related to vocational and technical education.

Another factor which may affect a school's educational program, especially the vocational program, may include the administrator's orientation toward change. Whether he is dynamic and encourages change or if he is tractive and eager to maintain things as they are may have [illegible]ch to do with the initiation of new programs. Even when the administrator wishes to pursue new ideas the school board and community may prohibit his movements. His role as a leader then becomes even more important. The training materials should illustrate this concept of leadership in the schools.

Administrators should be familiar with the world of work.

For various reasons, many administrators have not had employment unrelated to school work. Since it may be difficult and impractical for all school superintendents and principals to have current work experience, it is recommended that training programs for administrators be designed to foster an understanding of the limitations and opportunities of the world of work.

CHAPTER V

THE DEVELOPMENT OF INSTRUCTIONAL MATERIALS

I. THE PURPOSE

As set forth in the original proposal, the purpose of this project was focused on the problem of preparing school administrators to exert more effective leadership roles with regard to the conceptualization, analysis, organization, and administration of programs of vocational and technical education in public schools.

Utilizing the baseline data reported in Chapters III and IV, and reflecting upon the rationale presented in Chapters I and II, simulated exercises were developed. A conscious and planned effort was maintained to insure the instructional materials remained consistent in their basic relationship to the identified purpose for their creation--mainly:

1. To select experiences which would lead to the enhancement of the level of cognition regarding vocational and technical education.
2. To select experiences which would be directed toward the development of affective behavior.
3. To select experiences which would be directed toward the development of operational modes of performance in the leadership realm of organization and administration of programs of vocational and technical education in local school districts.

The following information is a description of the procedures employed to develop the simulated materials. It is, in a narrative sense, a diary covering that phase of the project devoted to creating and producing the instructional materials.

II. STEPS IN DEVELOPING SIMULATED MATERIALS FOR INSTRUCTIONAL PURPOSES

The Basic Plan

The in-basket technique of simulated instruction was chosen as the vehicle for conveying information and concepts to administrators and prospective administrators in education. In-basket simulated techniques have been developed and tested by the U.C.E.A. and have proven to be a valuable instructional tool. The in-basket is, when used in this manner, a collection of items which could very likely be on a school administrator's desk in a normal day's work. These simulated items may consist of letters, requisitions, telephone messages, notes from the secretary, or any other item common to the school administrator's incoming mail.

The trainee is instructed to react, in writing, to each item in the in-basket. If he would answer a letter, the trainee is instructed to write out the letter and develop its content rather than simply saying he would "answer" the letter. Some action from the pupil, who assumes the role of the administrator, is required as he decides upon each item in the in-basket.

Discussions are held after each pupil has had an opportunity to react to in-basket items. The purpose of the discussion is to bring out the essence of the lesson(s) embodied within the in-basket.

The basic format decided upon was a set of three in-baskets to be developed with specific goals identified for each in-basket. The first in-basket of the set was to develop a greater awareness on the part of the student of the need for a secondary school curriculum which would more nearly accommodate all the youth in a secondary school. More specifically, the need for a better vocational education program was to be reflected in the in-basket items.

The second in-basket was to lead the student to a better understanding of the facts concerning vocational and technical education. Through this second in-basket the cognitive domain of the pupil was to be strengthened.

The third in-basket was to cause the pupil to take some definite action based upon the need or awareness created in the first in-basket and upon the factual information gleaned from the second simulated experience. The third in-basket was designed to move the pupil on to an action level of vicarious experiences in which he was to develop a program in the simulated school which would meet an identified and felt need.

Simulated materials for instruction, as developed previously by the U.C.E.A., require a comprehensive set of background materials. Background materials cover various aspects of the community and school setting. The pupil is expected to learn from such materials the historical development of the area, geographic features, political and power structure, economic forces, and social factors of the area.

There is also specific information about the school as an institution within the community, such as organizational charts, curriculum building information and personnel rosters and data.

The development of adequate background materials is very difficult and time consuming. It was, therefore, agreed by U.C.E.A. staff members and University of Nebraska personnel that this project, HRD 411-65 (OE 6-85-068), would utilize the updated background materials produced by U.C.E.A. The U.C.E.A. was in the process of revising the Jefferson Township Simulated Materials at the same time this project was in progress. The new U.C.E.A. background materials, renamed the Madison Township, were made available and the in-baskets developed in project HRD 411-65 were woven into the setting of Madison Township.

Steps in the Production of Materials

To insure that baseline data were utilized as fully as possible in the development of in-basket items, the findings as reported in Chapters III and IV were carefully scrutinized. Critical incidents which had been collected from practicing school administrators were also classified and reviewed. Those critical incidents identified as being most germane were used as raw materials for developing specific in-basket items.

The role instrument items which revealed the greatest amount of disparity in responses of the 102 administrators originally surveyed were identified. Such items were then translated into in-basket items which focused on their specific content. The twenty-ninth item in the role instrument is illustrative. The item stated, "Since more and more students are going to college, college preparatory programs should be stressed more heavily in school." Of the total sample of practicing administrators, three strongly agreed, 28 agreed, 11 said they didn't know, 57 disagreed, and three strongly disagreed. To focus on this issue, in-basket items were developed which placed the secondary school principal between a power figure in the community demanding a better college preparatory program and a board member who had "an ax to grind" in the area of vocational education.

As revealed by the role instrument, high school principals felt more anxiety or alienation in their positions than superintendents. It was for this reason it was determined that the simulated experiences should be designed in which the student would be playing the role of the high school principal. Hopefully such a role might help prospective administrators cope with various sources of anxiety.

The items from the role instrument that were selected as indicators of in-basket items were:

Number	Item
3	The high cost of vocational training programs should not limit the number of any type of program which can be offered.
4	Teachers in vocational programs have been as well trained as teachers in traditional programs.
5	Even though most people change jobs several times during a lifetime, training students for an occupation in school is a good investment.

Number	Item
6	The main reason high school graduates cannot find jobs is because of their lack of initiative in looking for a job.
8	Students in vocational education programs need to be responsible for the same curriculum as those in academic programs.
9	The amount of time spent in setting up work situations in the community which are correlated with school vocational programs is time well invested.
10	Students should be placed in vocational programs as a result of their past academic performance rather than their own selection.
12	Even though some students do not have the ability they can still gain something from the traditional academic program of study.
13	Educational programs should be developed for the majority needs.
15	The evaluation of existing vocational education programs needs to be undertaken every year.
17	Any student who really wants to work can find a job after he graduates.
20	Vocational training programs are principally for the slow learner and the student who has not succeeded.
21	Most schools are not doing an adequate job of preparing students for the field of work after school.
22	Since students have a lifetime to become trained for work, they should spend their school time learning academic subjects.
24	It is still most important to offer a comprehensive program of vocational agriculture in order to keep production in line with consumption.
25	Vocational education equips the student with geographic mobility.

Number	Item
27	If federal funds were not available for certain vocational programs, administrators would not be so interested in them.
28	Traditional methods of instruction, organization, and procedures are very applicable to vocational instruction.
29	Since more and more students are going to college, college preparatory programs should be stressed more heavily in school.
32	Area vocational-technical schools assume the local school's responsibility of instruction for the student who does not want to pursue a college education.
33	The conditions of training in vocational instruction need not be similar to the conditions in the occupation concerned.
34	Allowing students to spend time away from school during the day for work experience results in more problems than benefits.
36	Schools should be concerned with training the adult as well as those who have not yet entered the field of work.
37	Programs of vocational education should be operated efficiently at the expense of not being able to broaden the curriculum.
38	Vocational classes are provided primarily for low achievers and delinquent students.
39	Vocational education instructors alone should be allowed to plan programs to suit individual needs of students.
40	Fewer students would drop out of school if appropriate vocational programs were available.
44	The standards expected of vocational education should be as high as the accepted standards in the occupation concerned.

Number	Item
45	Students in vocational programs should have the same basic course requirements as college prep students along with their vocational courses.
48	Real jobs provide the best laboratory for vocational education.
49	Vocational instruction should be established on the basis of occupational needs.
52	It is the primary job of the school to educate, the responsibility of industry to train.
54	The dropout rate when compared with unemployment of the general population implies a need for vocational training in schools.
55	High school students have not seen enough of the world of work to make tentative career choices during high school.
56	The consideration of the number of students to be enrolled should guide the initiation of a specific vocational course.
59	Choosing appropriate vocational goals is an outgrowth of the vocational program.
61	The training of youth for specific occupations is more the responsibility of trade schools than of secondary schools.
62	Because of the expense involved, a comprehensive program which would include a variety of courses for all students is impractical.
66	The school should require all girls to complete at least one course in home economics.

The ATVE Scale had indicated superintendents, as a group, were more positively oriented toward vocational education than were the principals. This provided an additional reason for deciding to direct the in-basket items toward the trainee involved in playing the

role of a secondary school principal.

The semantic study which verified the fact that administrators were more positively oriented toward academic concepts than toward vocational concepts caused the in-basket items to be focused on this imbalance. A closing of the gap, so to speak, was attempted.

Critical incidents involving various aspects of vocational education administration were collected from practicing administrators. Once these incidents were classified and recorded on marginally punched cards, it was possible to retrieve selected incidents which were applicable and relevant to identified needs. (For a more detailed report of the critical incidents see Appendix I.) Since the critical incidents reported by practicing administrators most frequently involved curriculum implications, it was determined that this should be reflected in the in-basket content.

The U.C.E.A. background materials were carefully studied so that all in-basket items would properly relate to the Madison background information. It was important to know the names of persons to be involved, to be assessed of the curriculum, school budget, community power structure, as well as all available general background materials. Only through careful assessment and familiarization with the Madison background materials could inconsistencies be avoided.

From the background materials was developed an understanding of the setting into which each in-basket item would reside. Background materials remove the vacuum around items and breathe into them more relevance and reduce remoteness.

In-basket items were conceptualized and fit into a taxonomy according to baseline data and the three in-basket framework. More in-basket items were developed than would actually be needed. Through selection and refinement the number of items was reduced to the number deemed appropriate.

Sets of in-basket items were sent to five persons who were asked to judge, evaluate and critique. After responses were received from the jury of experts, further refinement of the items took place.

Selection and Revision of Tests

During the time the in-baskets were being written, prior to their use with the pilot group, the original battery of tests used to gather baseline data was being revised. The revised battery of tests was to be used for pre- and post-tests in the evaluation of the simulated materials.

The ATVE, the Role Instrument, and the cognitive test (A Purview of Vocational and Technical Education) were planned for use in their original form. The number of concepts in the semantic differential test was reduced from 36 to ten, of which five were vocational concepts and five were academic concepts. The ten items chosen for the semantic tests were those which had been recognized during Phase I of this project to be most discriminating. The five semantic concepts relative to academic orientation which were utilized were: college president, community college, profession, professor, and school superintendent. The five vocational concepts which were used were: apprentice, labor union, skill, technician and training.

An opinionaire was also developed to gain some information about the way pupils viewed the use of simulation. The eight items in the opinionaire were revealed in the results reported in Table 47. (See Appendix A for copies of all tests and keys for scoring.)

Selected references were identified to accompany the second in-basket. As previously stated, the second in-basket was to provide a cognitive base from which the pupil could draw information at a later time when such information could contribute in the process of conceptualizing programs for improving vocational education. Five experts in the field of vocational education were asked to identify the references they would consider of most value in terms of providing the best information in the area of administering vocational education.

The references finally chosen by the project staff with the assistance of a jury of experts, were:

1. Nebraska State Plan for Vocational and Technical Education, Nebraska State Department of Education, Lincoln, Nebraska.
2. Manpower Report of the President and A Report on Manpower Requirements, Resources, Utilization, and Training, United States Department of Labor, March, 1966.
3. Gardner, John, Self-Renewal: The Individual and the Innovative Society. New York: Harper Colophan Books, Harper and Row Publishers, 1963.

While an effort was made to identify those references which would be most valuable to administrators, it was recognized that full agreement would be extremely difficult to obtain. The second in-basket was, therefore, designed so that as different instructors used it, they could select the references they wished.

III. PILOT STUDY

The three in-baskets were reproduced for use with a pilot group. The pilot group consisted of 51 graduate students enrolled in a course entitled, "Internal Administration of the Secondary School."

Persons in the pilot study were introduced to an abbreviated form of the newly developed Madison Background Information, using both written and audio-visual materials. The class was divided into smaller groups of approximately twelve to discuss the information about the simulated community. Through this process students were given a level of familiarity with the simulated materials sufficient to enable them to play the role of the secondary school principal.

The first in-basket was then assigned to the pilot group. They were instructed in how to respond to the exercise. The completion of the in-basket items was an out-of-class exercise for the pilot group which they were to perform individually.

As previously stated, the first in-basket was to create an awareness of the need for a more comprehensive secondary curriculum, particularly in the area of vocational education. The 51 persons in the pilot group were asked to identify the basic problem or weakness in the school in which they were playing the role of principal.

Responses from 34 of the pilot group (66.6 per cent) indicated the basic problem stemmed from the need for a better and more comprehensive curriculum in the vocational area and courses available for the non-college bound student. Almost one-fourth (12 persons or 23.53 per cent) of the pilot group said the basic problem stemmed from the need to broaden or improve all curricular areas, while four (7.84 per cent) felt the basic problem was an outgrowth of the guidance and counseling services. One from the pilot group said the problem was a communication problem. These responses indicated the first in-basket had achieved, in a major degree, the intended purpose. There had been a fear of "stacking the deck" too heavily in the direction of vocational education and making the in-basket transparent and overly obvious.

Three project staff members were then available to lead discussion groups when the pilot group met after completing the in-baskets. A two-hour period was utilized for discussion and summarizing reactions. During this discussion period further emphasis was made which yielded an even clearer view of the need for improving the curriculum for the student in the areas of vocational education. The evaluation conducted with the pilot group substantiated the contention that the content of the first in-basket was generally sufficient to convey the desired message and at the same time realistic enough to be acceptable or sufficiently representative of reality. (See evaluation data)

The second in-basket, designed to provide a better factual base for students and thus increase their cognitive level, was presented in an abbreviated or cursory manner with the pilot group. Time did not permit extensive involvement with the literature pertaining to the administration of vocational education. Students who wished to read about vocational education could do so as a result of their own individual initiative and interests.

The third in-basket was assigned, which required the pupil to develop a plan which he, in the role of Madison High School principal, would use to correct the basic weakness identified in the program. At this point many of the 51 pupils in the pilot group turned to the literature which had been made available with in-basket number two. As the pupils worked at developing plans for expanding the vocational education program in Madison High School, they were aware of the need for factual information and sought it. It was evident at this juncture that the motivational force embodied in simulation was quite strong. The relevance and realism of the system appealed to the pupils.

Students were then divided into committees to work as an "administrative team" in proposing program improvements. These committees presented their various programs to the class at which time they were required to explain and justify their proposals.

After the pilot group had completed the experiences involved with the three in-baskets they were given the revised post-tests and the general opinionaire to complete. The ATVE and Semantic Differential produced changes which were more favorable toward vocational education. The cognitive score reflected the fact that some students had not read very widely in the literature pertaining to vocational education, while other students had apparently read extensively with significantly higher test scores. The results on the role instrument reflected no discernible patterns of change.

The results of the opinionaire suggested a high level of satisfaction among persons in the pilot group with the simulated materials. These results also gave support to the fact that the materials were generally moving the thinking of the pupils toward the identified objectives.

The in-basket items were reviewed after the pilot program. On the basis of the results obtained, some items were removed from the first in-basket and some revised in an effort to produce more clarity. With the completion of this editing, it was determined that the in-baskets were sufficiently refined to be printed in final form.

TABLE 47

RESULTS OF OPINIONAIRES COMPLETED BY PERSONS IN THE PILOT STUDY OF VOCATIONAL EDUCATION SIMULATED MATERIALS

Question and Type Response	Number	Per Cent
1. How would you evaluate the section of your training which made use of simulated materials?		
good	37	73
fair	13	25
poor	1	2
2. Check the adjectives which you feel best describe your experience with simulated training materials.		
interesting	27	53
informative	21	41
exciting	0	0
dull	0	0
repetitive	3	6
3. The simulated materials were:		
too simple	2	4
appropriate difficulty	47	92
too complicated	2	4
very difficult	0	0
4. The content of the materials seemed:		
realistic	49	96
far fetched	1	2
phony	1	2
5. The format of the simulated materials seemed:		
realistic	36	70
over simplified	9	18
over complicated	6	12
6. Do you feel more confident in your administrative capabilities after having used simulated materials?		
yes	21	41
somewhat	23	45
no	7	14
7. Working with simulated materials was:		
no different than regular study	5	10
less pleasant than regular study	3	6
more pleasant than regular study	43	84
8. Once started on the simulated materials, I found myself wanting to		
finish quickly	14	27
take my time	33	65
do something else	4	8

CHAPTER VI

THE EXPERIMENTAL PROGRAM

The first phase of this project was the collection of baseline data from 102 selected school administrators. The second phase of the project was the development of simulated materials, founded upon the baseline data, to be used for instructional purposes with educational administrators. The third phase, as reported in this chapter, dealt with testing the simulated materials.

I. THE DESIGN

The newly developed simulated materials were tested under two sets of conditions.* In one instance the simulated materials were used for a period of five days in a workshop. Another test of the materials was employed in which a three-week instructional period was involved.

The five-day workshop, in which the simulated materials were tested, was held from June 12-16, 1967, at the University of Nebraska. The five-day workshop was directed by Dr. Francis Colgan. Daily sessions were conducted from 8:30 to 12:00 in the morning. In the afternoon the workshop was in session from 1:00 to 3:30.

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*The original proposal planned to test the simulated materials in a wider variety of situations, which would take the instructional materials to several universities where it would be used. However, as budget cuts for CY January 1, 1967 to December 31, 1967 were affected it was necessary to adjust the pilot studies to meet budgetary requirements. Budget reductions meant that travel and staff expenses to other insitutions and subsistence for students all had to be deleted. The entire pilot program was consequently held at the University of Nebraska.

An announcement of the five-day workshop was made by the University of Nebraska Summer Sessions Office[1] and by the Department of Educational Administration, University of Nebraska.[2] The summer session announcement was distributed to the mailing list developed for all summer session information outlets.

The special announcements of the summer workshop, printed and distributed by the Department of Educational Administration of the University of Nebraska, were sent to all U.C.E.A. members schools, all professors of educational administration who had been in attendance at the N.C.P.E.A. conference during 1966, all state directors of vocational education and to all Nebraska and Iowa school administrators who were superintendents and/or secondary principals. Approximately 1000 notices of the five-day workshop were mailed.

The five-day workshop sessions included information on several areas concerning the administration of vocational education programs. The announcement from the Department of Educational Administration stated that sessions would include:

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[1] "The University of Nebraska Announces the 1967 Summer Sessions, Special Programs," University of Nebraska, Lincoln, Nebraska, 1967.

[2] "Implementing Changes in Vocational Education," University of Nebraska, Lincoln, Nebraska, 1967.

1. A study of the present status of vocational education
2. Self-determination of suitable programs for local schools
3. Planning resource and supplemental data
4. Making appropriate changes to accommodate need
5. Identifying advisory agencies who provide assistance in implementing programs

Final registration for the five-day workshop yielded eight persons. Most of these workshop participants were practitioners in the field of vocational education or general administration.*

All participants in the five-day workshop were given the battery of pre-tests. The pre-tests included the cognitive domain (A Purview of Vocational and Technical Education), role expectations (The Role Instrument) and attitudes (The ATVE Scale and the revised Semantic Study).

The five-day workshop utilized the simulated materials developed in phase II of this project. The background materials for the Madison School District were presented in an abbreviated form. The first in-basket was used for the purpose of reinforcing the awareness of the need for a more balanced secondary curriculum. The second in-basket was accompanied with the selected references which provided the basic materials for improving the cognitive domain of the workshop participants. All references used to support the cognitive domain were studied and discussed by workshop participants as they dictated. If an area of interest was identified, it was explored and discussed. This process of selecting topics for discussion was utilized because of the time limits involved in a short workshop. The third in-basket gave the participants of the workshop an opportunity to conceptualize the development and implementation of various kinds of programs.

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*The small enrollment may very well have been a consistent reflection of administrators' attitudes toward vocational education. Educational administrators express the view that vocational education is important, but in their normal approach to their responsibilities they do not feel vocational education is as important as other areas, particularly those that involve the academics. The reflection of an attitude that vocational education is important, but not as important as academic education, may well have been at least a partial explanation for the small number of persons who enrolled in the five-day workshop.

On the last day of the workshop the battery of tests, as post-tests, was administered to the workshop participants. The same tests were utilized in the post-test as had been used for the pre-test.

The block program, entitled Ed. Ad. 250 Principles and Practices in Educational Administration, was also used as a testing site for the simulated materials. A brief description of the "250 Block," as it is referred to, is in order.

The "250 Block" is offered each summer session at the University of Nebraska to graduate students as an introductory experience for those who aspire to become administrators. The "250 Block" is an entire summer's work and involves nine semester hours of credit. Participants are in class from 8:30 a.m. to 12:00 a.m. each day and are also involved from approximately 1:30 p.m. to 4:00 p.m. for two days each week. This program makes extensive use of the simulated materials prepared by the U.C.E.A.

There were 48 persons enrolled in the "250 Block" during the summer session of 1967. This class was subdivided into three sections of 16 persons each. Each person in the class was assigned a consecutive number. A table of random numbers was then employed to assign class members into the three groups. One of the groups was used as a control and two designated as experimental groups.

The control group (T_1) was involved in activities which did not provide any specific materials for improving an administrator's competence to specifically administer a vocational education program. The control group was presented the general background materials used for employing the Madison School District simulated in-baskets. After the control group became familiar with the background materials for the Madison School District, they were involved in a series of activities which emphasized various administrative problems, such as the relationship of the state department of education to the local district, the role of professional organizations and the school administrators, and negotiations between teacher organizations and the local school district. A planned effort was made to expose persons in the control group to issues involved in "general administration."

An experimental group (T_2) was chosen to receive an intense three-week program which employed traditional instructional methods to school the participants in the various facets of administering vocational education. A leading vocational educator, Dr. Fred Miner, was employed to be the instructor of the traditionally taught unit on the administration of vocational education. The three basic references (1. Nebraska State Plan for Vocational and Technical Education, 2. Manpower Report of the President and A Report on Manpower Requirements, Resources, Utilization, and Training, 3. Self-Renewal: The Individual and the Innovative Society) chosen to accompany the second in-basket developed in this project were also used by the experimental group (T_2). The experimental group instructed by Dr. Miner (T_2) was never exposed to the in-basket materials. They (T_2) received lectures given by Dr. Miner and selected resource persons and were assigned the written materials in the three references. Ample time to discuss the lectures and readings was provided. Films and tapes were also available and utilized. A planned effort was made to provide the experimental group (T_2) with the most competent instructor, materials and procedures (with the exclusion of simulation) that were available through the University of Nebraska.

A second experimental group (T_3) was established to have a three-week exposure to the administration of vocational education through the use of simulated materials developed as a part of this project. This experimental group (T_3) was introduced to the simulated background materials for Madison School District produced by the U.C.E.A. These materials included the general background information which gave geographic, economic, social and political information about the community. This general background material was followed with information about the Madison Senior High School, its staff, program and facilities. When the second experimental group (T_3) had become familiar with the background materials, they were assigned the first of the three in-baskets developed in this project. They were given one morning session from 8:30 to 12:00 to write their responses to the various items in the in-basket. The next two mornings were used to discuss the nature of each item and how it was handled by group participants. As a culmination of this discussion of in-basket items, the group participants were directed to turn their attention to the underlying causes for the kind of "typical" problems they found in their in-basket. These three types of activities by group members, (1) reacting to in-basket items; (2) discussing actions taken; and (3) the consideration of basic underlying causes, were intended to deepen the awareness and concern of the participants for a more comprehensive curriculum and one that better met the needs in the realm of vocational education.

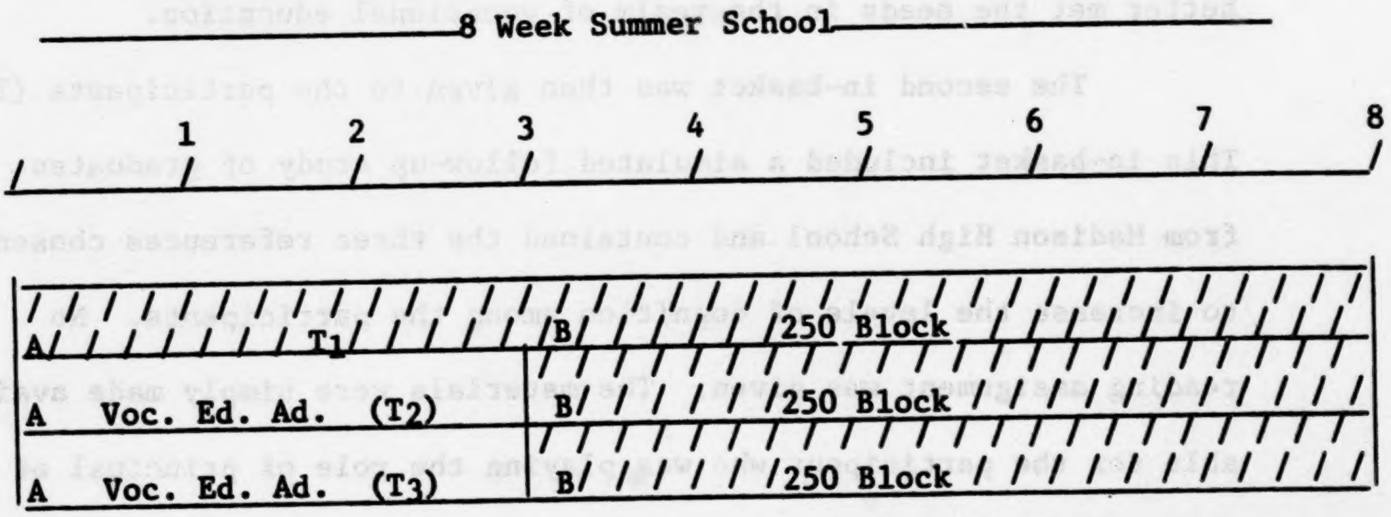
The second in-basket was then given to the participants (T_3). This in-basket included a simulated follow-up study of graduates from Madison High School and contained the three references chosen to increase the levels of cognition among the participants. No reading assignment was given. The materials were simply made available for the participant who was playing the role of principal of Madison High School.

The third in-basket was assigned which required the participants in the experimental group using simulation (T_3) to become involved in planning and gaining acceptance for a proposed program to improve vocational education. This in-basket was used in such a manner that it forced the participant to conceptualize various components of a program and to give consideration to ways and means of implementing an improved program. As a participant developed his program, other members in the group reacted and criticized. Each member in the group was involved in not only conceptualizing a program, but also in "selling" his program to "the board" or "community groups."

At the conclusion of the three-week experience of studying the administration of vocational education with simulated materials, the group (T_3) was given the battery of post-tests.

FIGURE 1

TIME DISTRIBUTION OF CONTROL AND EXPERIMENTAL GROUPS USED IN SUMMER SESSION 1967 TO TEST SIMULATED MATERIALS FOR INSTRUCTING ADMINISTRATORS OF VOCATIONAL EDUCATION



A = Pre-test
B = Post-test

T_1 = Control Group
T_2 = Experimental Group, Traditional Method
T_3 = Experimental Group, Simulation

II. THE FINDINGS

__The__ __five-day__ __workshop__ produced some interesting results. Obviously, the small number (8) involved in the workshop make it impossible to draw conclusions which can stand rigorous scrutiny. At best the results can be taken as tentative indicators. It should also be kept in mind that the eight participants in the five-day workshop were general practitioners in educational administration or administrators of vocational education programs.

The participants in the five-day workshop made significant (.05 level) gains in the cognitive domain as measured by "A Purview of Vocational and Technical Education." The pre-test mean was 27.125 and the post-test 29.00.[3] These scores would seem to indicate the participants learned factual information, measured by the selected pre- and post-test, as a result of their experience in the five-day workshop.

Attitudes of the eight workshop participants were measured by two instruments, the ATVE Scale and the Semantic Study. The difference between the pre- and post-test scores on the ATVE Scale was significantly different (.05 level). The pre-test mean was 82.288 on the ATVE Scale as contrasted to a post-test mean of 90.571.[4]

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[3] See Appendix K

[4] See Appendix K

The attitudes of the eight workshop participants, as measured by the pre- and post-test in the Semantic Study, did not change significantly. There was no significant change in any of the five vocational concepts, nor was there any significant change in any of the five academic concepts. It was found that the eight workshop participants held academic concepts in higher regard than they did the vocational concepts. On the pre-test the mean score for all academic concepts was 60.6 as contrasted to a mean score of 46.96 for the five vocational concepts. The post-test results were similar with an academic concept mean of 61.00 and a vocational concept mean of 45.89.[5] This was of some interest in view of the fact that these were people with either general or specific administrative responsibilities for vocational education programs. In spite of this immediate interest or responsibility for programs of vocational education, they followed a pattern consistent with that found in the data from the original sample of 102 administrators from whom baseline data were collected.

Scores obtained on the role instrument by the eight workshop participants revealed no significant change. There was a slight tendency toward lower scores among the sub-tests. While not significant to the .05 level, there was a decline in the mean sub-test score relating to Initiation of Occupational Education. This was actually a reverse in the desired direction. (See Appendix K).

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[5] See Appendix K

The procedures and findings of the five-day workshop can be briefly summarized. Eight persons were enrolled in the workshop conducted by Dr. Francis Colgan. For a five-day period, from 8:30 a.m. to 3:30 p.m., including one hour for lunch, the workshop participants worked intensively on the topic of administering programs of occupational education. A battery of four pre-tests was administered. An abbreviated form of the Madison School District Background materials was used. Following an introduction to the Madison Simulated School District the participants utilized the three in-baskets prepared in this project, which were accompanied with selected references pertaining to vocational education. At the end of the five-day workshop the post-tests were administered.

The five-day workshop findings revealed the eight participants had made significant gains in the cognitive domain. Attitudes, as reflected on the ATVE Scale, were more favorable toward occupational education at the end of the workshop than at the beginning. Attitudes as reflected in the ten selected concepts in a semantic test did not show significant changes during the five-day workshop. Role expectations, as revealed in the Role Instrument scores, were not significantly changed during the five-day workshop.

The general evaluation of the five-day workshop by the staff and participants was favorable. It was felt the simulated materials were applicable in a workshop setting. Simulation enables participants to move quickly to the topic and allows sufficient flexibility and latitude to accommodate the interests of the participants.

Findings from "250 Block"

The cognitive test scores reported on the pre-tests for the three groups in the "250 Block" indicated there was no significant difference between groups. The differences which did occur were slight.

TABLE 48

COMPARISON OF COGNITIVE SCORES REPORTED IN PRE-TESTS OF THREE GROUPS IN "250 BLOCK"

Mean Scores	df	t Score	Level of Significance
T_1 vs. T_2 26.87 24.62	30	1.20	ns
T_1 vs. T_3 26.87 25.72	30	.69	ns
T_2 vs. T_3 24.62 25.72	30	.77	ns

The control group (T_1) made no significant gain during the three weeks in which the experimental groups (T_2 and T_3) were involved with the study of occupational education. Physically, all three groups occupied a common facility which enabled persons in the various groups to communicate with one another. Members in the control group knew persons in the other groups were studying topics dealing with the administration of occupational education courses. The topics being studied were discussed among groups. This inter-group discussion very likely had some contamination effect which moved from one group to another. If a contamination effect was active, it appeared to have little or no effect upon the control group where no significant differences were revealed between pre- and post-tests.

The experimental group (T_2) which had the three-week course presented in a traditional way revealed significant differences in the cognitive domain when contrasting pre- and post-test results. The mean pre-test score for the group was 24.62 which moved to 29.06 in the post-test.

The experimental group which utilized simulation (T_3) made significant gains on cognitive test scores when contrasting pre- and post-test scores. The pre-test mean for the simulation group was 25.72 which moved to 29.38 in the post-test.

TABLE 49

COMPARISON OF PRE- AND POST-TEST SCORES OBTAINED ON A PURVIEW OF VOCATIONAL AND TECHNICAL EDUCATION (A COGNITIVE TEST)

Group	Pre-test Mean	Post-test Mean	t Score	df	Level Significance
T_1	26.87	28.37	.15	15	ns
T_2	24.62	29.06	3.28	15	$p < .01$
T_3	25.72	29.38	2.97	15	$p < .01$

The gains made in the two experimental groups (T_2 and T_3) would indicate that both approaches enabled students to improve cognitive scores. In the traditionally taught group (T_2) reading assignments were made and the material was "taught" by the instructor by lectures, discussions, audio-visual aids, and guest speakers. In the group using simulation (T_3) the only material assigned was the background information for the Madison School District and the three accompanying in-baskets. The traditional approach was an exemplification of teaching by "telling," while the use of simulation was characterized by giving the participant an opportunity to discover relevant information and related facts.

The attitude test scores showed no significant changes occurred in the control group (T_1) and the experimental group taught with traditional methodology (T_2). By contrast, there were measurable and significant changes revealed in the pre- and post-test scores on the attitude scales from the group experiencing simulation (T_3).

The scores recorded by the control group (T_1) on the ATVE Scale reflected a stability in attitude between pre- and post-tests. (See Appendix K) Nor did the semantic differential scores reveal any changes toward a more favorable attitude toward occupational education. There were no significant changes on any of the vocational concepts nor was there any indication of a trend or pattern shift. The semantic differential scores reported by the control group on professional concepts did not reveal a pattern of change, although there was one semantic concept (Profession) in which a significantly negative shift did occur. We have no data to indicate the reason for this one concept change in the control group. In general, the pattern of the control group scores on the semantic differential was toward stability with minor fluctuations which had no significance relative to improved attitudes toward occupational education.

The scores of the experimental group using traditional instruction techniques (T_2) were noticeably lacking in any shift toward a more favorable inclination toward occupational education. There was no significant or obvious change in attitudes reflected in pre- and post-test scores reported on the ATVE Scale in the traditionally taught group. The scores reported on the semantic differential did not change significantly in the area of vocational concepts or in academic concepts. Actually, three of the five vocational concepts tended to be slightly lower while all five academic concepts tended to be higher in the post-test. It can be stated that the pre- and post-test scores on attitude scales achieved by the experimental group using traditional teaching techniques (T_2) revealed no significant shifts in attitudes. The lack of any change in attitudes or more favorable disposition toward occupational education in the one experimental group (T_2) is of particular interest. Each day the instructor reiterated the importance of occupational education and built a continuing and expanding rationale to support his position. Throughout the three weeks occupational education information was supported with facts and figures, many of which advanced the need for expanding programs in occupational education. The fact remains, however, that information and "telling" of the importance of occupational education did not seem to affect people's attitudes.

Attitude changes, in the form of observable tendencies and significantly measurable scores, were found between the pre- and post-tests of the experimental group using simulation (T_3). The average mean score on the ATVE Scale pre-test was 79.56. This score had changed to a more positive orientation toward occupational education with an average mean score of 83.31 on the post-test. While this was not a sufficient change to be termed significant (the t score was 1.777 with 15 df which would have been significant to the .10 level), it was an observable change with a definite inclination toward more favorable attitudes toward occupational education.

The scores on the semantic differential (T_3) displayed more obvious and significant changes toward favoring occupational education. The experimental group using simulation was the only group which registered consistent differences between pre- and post-test scores in the semantic study. In all five semantic concepts related to vocational education, there were positive changes toward more favorable attitudes. Four of the five vocational concepts reflected significant changes. By contrast, there were no significant changes in attitudes as reflected in pre- and post-test scores (T_3) in academic concepts. There was, however, a tendency for the post-test scores to be lower as four out of five academic post-test scores reflected. The experimental group using simulation (T_3) demonstrated attitudes, as reflected on semantic differential scores, which became significantly more favorable toward vocational concepts and tended to be less favorable toward academic concepts. This would seem to indicate a changing balance toward more equal attitudes between vocational and academic concepts for this group.

Role expectations, as reflected in pre- and post-tests for all participants in the "250 Block" (T_1, T_2, T_3), did not change significantly. As would be expected, the control group made no changes in their role expectations as reflected in the sub-test scores. The experimental group experiencing traditional instruction (T_2) had two sub-scores (Obligation to School Board $p < .10$ and Initiation of Occupational Education $p < .20$) in which observable shifts occurred in role expectations. In the experimental group experiencing the simulation technique (T_3) there were likewise two areas (Orientation to Change $p < .20$ and Obligation to Students $p < .20$) in which tendencies toward changes in role expectations were identified. There were not sub-scores from the role instrument, however, where significant differences were recorded between pre- and post-tests.

An opinionaire to obtain general reactions and impressions from students who had experienced simulation as an instructional device was used. At the end of the eight-week "250 Block" persons in all groups (T_1, T_2, and T_3) had experienced the in-baskets developed in this project and/or other simulated experiences. Those persons in the "250 Block" who had been in the experimental group using traditional methodology (T_2) had experienced in-baskets, which were prepared by U.C.E.A., during the last five weeks of the eight-week summer session. The results of the opinionaire completed by persons in the "250 Block" indicated very favorable reactions to the use of simulation. A strong preference to the use of simulation over the more traditional approaches to instruction was indicated. (see Table 50)

The findings from the "250 Block" can be summarized by stating that there were no significant changes between any pre- and post-test scores registered by participants in the control group (T_1). Those participants in the experimental group in which traditional instruction was used (T_2) made significant gains in the cognitive domain as recorded in pre- and post-tests. This group (T_2), however, did not make any changes in attitude or role expectations. The experimental group using simulation (T_3) made significant gains in the cognitive domain and in the semantic differential test scores. Noticeable but not significant gains were also made in the ATVE Scale. No changes in the various sub-tests of the role instrument were revealed (T_3). These findings would tend to indicate, that on the basis of the pre- and post-tests, that the simulated materials developed in the project and the use to which they were put, yielded favorable results.

Although no specific data were available, it was obvious to the instructors of the "250 Block" that simulation, as an instructional technique, has certain advantages. Motivation was high among the students using in-baskets. This was reflected in the fact that

TABLE 50

RESULTS OF OPINIONAIRES COMPLETED BY PERSONS IN THE "250 BLOCK" OF VOCATIONAL EDUCATION SIMULATED MATERIALS

Question and Type Response	Number	Per Cent
1. How would you evaluate the section of your training which made use of simulated materials?		
good	41	87
fair	6	13
poor	0	0
2. Check the adjectives which you feel best describe your experience with simulated training materials:		
interesting	22	46
informative	17	35
exciting	9	19
dull	0	0
repetitive	0	0
3. The simulated materials were:		
too simple	0	0
appropriate difficulty	47	100
too complicated	0	0
very difficult	0	0
4. The content of the materials seemed:		
realistic	47	100
over simplified	0	0
over complicated	0	0
5. The format (method of presentation) of the simulated materials seemed:		
realistic	46	98
over simplified	1	2
over complicated	0	0
6. Do you feel more confident in your administrative capabilities after having used simulated materials?		
yes	21	45
somewhat	25	53
no	1	2
7. Working with simulated materials was:		
no different than regular study	1	2
less pleasant than regular study	2	4
more pleasant than regular study	44	94
8. Once started on the simulated materials I found myself wanting to:		
finish quickly	8	17
take my time	38	81
do something else	1	2

those who were in the experimental group using simulation (T_3) were never assigned any of the reading materials provided to improve their levels of cognition; yet through the motivation of in-basket procedures, the student elected to read and search out information. The instructor's opinion regarding motivation is also consistent with the opinionaire data reported by students who indicated very favorable reactions to simulation as an instructional technique.

A follow-up survey was made of the eight persons who attended the five-day workshop to determine if observable behavior patterns could be identified that were attributed to workshop attendance. However, because of the small number and the lack of controls over innumerable variables or the lack of an adequate control group, no positive conclusions can be reached. All eight persons who attended the workshop were in positions of leadership (three superintendents, two senior high principals, one senior high counselor, one chairman of an industrial arts department, and one supervisor of vocational home economics) and there is no way of knowing what program changes favoring vocational education they would have introduced had they not attended the workshop. The questionnaire used for this follow-up yielded results which could indicate possible behavior patterns and attitudes favorable to vocational education.

The eight workshop participants were sent a questionnaire during the month of May following the summer workshop. All eight responded to the brief questionnaire.

When asked if they had introduced any activities such as "planning, conceptualizing, implementing, improving program, or evaluating," which were related to vocational or occupational education during the school year all eight respondents indicated "yes."

The most frequently mentioned activities conducted by the workshop participants when they returned to their respective schools were: (a) activities to make their staff aware of the needs for better occupational preparation, (b) activities to inform and make their school boards more aware of occupational education program needs, or (c) actual programs which had been or were soon to be implemented. Other activities which were less frequently mentioned were those designed to make students more aware of occupational preparation programs, evaluation efforts of the school program in total or in part, or programs designed to create a community awareness of the program needs in occupational preparation.

The eight workshop respondents were also asked if their vocational or occupational education programs were reinforced in any major or minor way. Seven of the eight respondents answered affirmatively. The activities which were listed as reinforcers of the program included: (a) implementation of an additional program to the curriculum, (b) additional programs to be implemented, (c) staff reinforcement activities, or (d) pupil reinforcement activities. Other efforts focused attention on educating the school board, evaluating existing programs, or informing the public. (See Appendix J for questionnaire responses)

The use of simulation represents an instructional approach--a technique or tool. There is no magic or mystical process. Those who use in-baskets find they are useful and effective but are only a part of the instructional process designed to facilitate learning. Simulation is not a panacea.

CHAPTER VII

GUIDELINES FOR USING SIMULATION FOR INSTRUCTIONAL PURPOSES

I. INTRODUCTION

The purpose of this chapter is to briefly set forth some guidelines for using the simulated materials developed to train school administrators in the area of occupational education. Simulation as an instructional technique requires that the instructor be knowledgeable concerning its applicability and use.

Those who have worked with simulation have recognized the importance of familiarizing the instructor with the technique. Since the U.C.E.A. originally developed the Jefferson Township Simulated materials, and more recently revised these materials and called them Madison Township Simulated materials, their staff has recognized the importance of in-service for users of in-baskets. It has been a general practice of the U.C.E.A. that they will not sell their simulated materials to an institution for use as an instructional device until representatives from that institution have either attended a U.C.E.A. seminar or have worked with professors in an institution having an accepted and recognized program involving simulated materials for instruction. It has also been found at the University of Nebraska that some teachers, when using simulation with high school students attending a student council workshop, can use simulation effectively with very little in-service. By contrast, other teachers require a much more extensive training program. Those teachers who fail to understand the necessary procedures for using simulation cause the value of in-baskets to be lost or diluted. Instructors using simulation will obviously have better results when they understand how to employ this technique.

Three examples of the use of simulation for instruction are given below. Each illustration comes from the use of the materials developed in this project. Quite obviously, the three examples given here are not implied to constitute all possible ways of using simulation for instructional purposes. The first example will be a brief description of the use of simulation in an expanded block of time, such as an eight-week summer school session in which the student is involved for five days each week for a major portion of each day. The second illustration gives a summary of procedures used in a workshop which involved five days. The last illustration is a description of using the simulated materials as an integral part of a regular graduate course for school administrators.

II. SIMULATION IN THE LARGE BLOCK OF TIME

Simulation for instructional purposes has frequently been conducted in a block-time program. The course, Educational Administration 250, Principles and Processes in Educational Administration, taught at the University of Nebraska is illustrative of such a program. In the "250 Block" pupils meet from 8:30 a.m. to 12:00 a.m.

daily and from 1:30 p.m. to approximately 3:30 p.m. approximately twice a week during an eight-week summer session. Having students for such an extensive period of time is, in many ways, ideal for utilizing simulated materials.

Background materials were first presented to students in the "250 Block." Those background materials prepared by the U.C.E.A. were given to the students for study and discussion. Filmstrips and tapes accompanied the written background materials. After the students had devoted an entire morning to the written materials, they viewed filmstrips and tapes of the Madison School District. On the second day students discussed the materials they had studied. These discussions were carried on in small groups of approximately 16 students. Discussions were to answer questions about information and pertinent details. As students became more confident and comfortable concerning the factual data about the district, they turned their attention to discussing some of the implications and configurations of the district characteristics. The power structure, economic and social forces in the community were discussed. When students indicated they had, through discussion and individual study, reached a level of confidence and familiarity with "their" district, they were given a self-test. The self-test was then reviewed in small group discussions. Students were asked also to write a statement of the major strengths and the weaknesses which they had viewed in the district. Through the process of reading, viewing, discussion in small groups, self-test, and summarizing, the students became sufficiently familiar with the background materials to enable them to approach the in-baskets armed with sufficient knowledge to play the role of various school officials.

A wide variety of implications can be drawn from the study of background materials. It is because of this variation of implications that many lessons can be gleaned from the study of the Madison School District. The simulated community and school district enabled the students to be introduced to organizational structures of a school, curricular implications, personnel problems, community involvement in political and economic or social patterns. There is almost no limit to the direction or focus which can be emphasized by using the background materials.

In-baskets were placed on the desks of the students on a day following the last discussion of the background materials. Students were told they were to play the role of the high school principal and that the in-basket in front of them was their mail for the day. Specific instructions were provided for the student indicating he was to work independently and to take each item in the in-basket, in any order he chose, and determine what action he felt was appropriate. He was instructed to write his reaction to each in-basket item. If the student playing the role of the principal felt a note to a teacher was necessary he was to actually write the note and indicate what he would do with it.

Some students would handle the in-basket items in sequence, while other students would place them in some order of priority. This difference in work organization can actually lead to a lesson as students discuss the different ways in which they approached their work as "principal."

The next two morning sessions, which amounted to approximately five hours of discussion time, of the "250 Block" were utilized to discuss the in-basket items. Discussion groups were kept small (16 students) to enable as much student interaction as possible. Each item in the in-basket was examined. Students compared the ways in which they handled the items and then considered the implications of their actions.

Toward the end of the discussions the instructor was able to point to and summarize various conclusions which could be reached regarding various administrative processes. This bringing together of the essence and implications to be derived from the in-basket was an important part of the process of using simulation. One word of caution may be warranted at this juncture: the instructor should avoid the temptation of giving all the answers, insisting that items be handled the "right way," or in usurping major portions of time to lecture as a means of assuring the student he will have all information in the form deemed correct by the instructor. Interaction among the students is of major importance as in-basket items are reviewed.

The student in the "250 Block," after becoming familiar with the background materials, working through an in-basket, and discussing the in-basket items, was ready to discover how the certain identified concepts, processes or problems were dealt with by educational administrators. Relevant and pertinent materials may be studied which relate to the specific in-baskets and as they focus on the identified objectives.

The first in-basket was to create an awareness of a problem. The discussion method described above was considered appropriate to achieve this purpose. The discussion approach of in-basket items and the summarization to identify the basic or underlying problems was effective as indicated by the evaluations of the process.

The second in-basket was designed to provide the student with factual information. Two forms of information were contained in the in-basket to achieve this purpose. First, there was a simulated report of a follow-up study of Madison High School graduates. Secondly there was selected references which contained information deemed necessary for a knowledge background in respect to occupational education. The user of the second in-basket was left free to select and use those references which he felt were appropriate and would meet the particular needs of the students with whom he was working.

Just as different instructors choose different texts, different instructors will wish to select different references to accompany the second in-basket.

The third in-basket was a project in-basket. This in-basket contained a memorandum to the principal from the superintendent directing the principal to develop a program for correcting the curricular weaknesses, primarily occupational education weaknesses, which had been made apparent in the first in-basket. Information which was available in the second in-basket, plus any other information the student might seek, was available for the student as he approached the task assigned in the third in-basket. The third in-basket was designed to force the student to take some action (to conceptualize a program and plan a way of implementing his program in the face of opposition).

When the students in the "250 Block" confronted the third in-basket they were encouraged tc work in small groups of three to five persons. In these small groups they planned their respective programs. These small sub-groups then presented these programs to the other members of their group who were to play the role of the school board or a local service organization. At the time presentations were made the students making the presentation were forced to explain and justify their proposed program.

When the series of the three in-baskets were completed, a brief summarization discussion was held. The various implications and ramifications of working in the simulated setting were reviewed. The "reality" of the power structure in Madison, along with numerous other ramifications was reviewed and considered.

III. SIMULATED MATERIALS IN WORKSHOPS

Abbreviated background materials were found to be useful when using simulation in a workshop which lasted for five days. When a limited amount of time (one to five days) is available, it was not feasible to acquaint the student with all of the in-depth background materials. In a short workshop setting the student had to be introduced very quickly to the setting in which he was to be required to assume an assigned role.

The complete background materials prepared by U.C.E.A. were summarized.[1] The summary of the background materials, when accompanied with the filmstrip developed by the U.C.E.A., was used to introduce students to Madison as quickly as possible. By reading the abbreviated materials, viewing the filmstrip and having a brief discussion, students could move directly to selected in-baskets and assume their assigned role.

In-baskets were assigned to workshop participants with the same basic instructions used when larger blocks of time were available. The student had to react, in writing, to each item in the in-basket. For students to deal with the in-basket items, it took as long in a workshop as it did in a program with more time. However, the instructor could select specific items from a given in-basket if he desired.

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[1] Ward Sybouts and Kenneth A. Tobiska, The Madison School-Community: Abbreviated Background Materials (Lincoln, Nebraska: University of Nebraska, 1967).

The danger with this procedure is that it may be overly obvious to the student that he is to move in a certain direction prescribed by the instructor.

Discussion of the way students reacted to items in the in-basket was shortened in the workshop. Several items, in which a definite interrelation exists, were identified by the instructor in advance. He then called upon the students to direct their discussion to the selected items which constituted a group for general consideration.

The three in-baskets (a. Create an awareness of the problem; b. Increase cognitive domain; and c. Require the student to conceptualize and develop a program) were used in sequence with the workshop participants. The second in-basket, with its accompanying references, was studied and discussed by the workshop participants. The time restriction, however, did not permit an extended review and study of the references nor did time permit or encourage the workshop participant to seek additional information by visiting persons knowledgeable in the area of occupational education. By the same token, the third in-basket, which asked for a plan for improving occupational education in Madison, was allotted only a brief amount of time. This short amount of time devoted to conceiving and developing a plan meant that such plans had to be presented in brief, or outline form. Much of the role playing which had accompanied the presentation of plans in the "250 Block" was not in evidence in the workshop. Plans for improving the occupational program were presented in gross terms, or boldly sketched with less refinement and detail, than was the case in the "250 Block."

The conclusion and summarization of the in-basket discussion was also reached more quickly in the workshop as contrasted to the "250 Block." The instructor guarded against too much haste. The students were given an opportunity to search out and reach conclusions. Discussion was a necessary ingredient when using in-baskets for instructional purposes in the workshop.

IV. SIMULATION WITHIN A GRADUATE COURSE

The simulated materials developed in this project were first used in a pilot study in a regular graduate course at the University of Nebraska. The course into which the in-baskets were projected was Sec. Ed. 243, Internal Administration of the High School. Students enrolled in this course are generally master's candidates with teaching experience but little or no administrative experience. The course is designed as an introductory course for prospective secondary school administrators.

The abbreviated background materials of the Madison school district were used. Students were assigned to read the background materials as an out-of-class assignment. The accompanying filmstrips were viewed and discussions were held for an equivalent of two class periods or approximately two hours. The self-test was used over the Madison District following the discussion and review. The background materials were used as a point of reference, or an illustration of a given setting, for several topics throughout the duration of the course.

The first of the three in-baskets was assigned to the class following the completion of the background materials. The in-baskets were taken from class to be worked independently outside of the class. Students were instructed to respond to each item in the in-basket by writing out their responses. If the student felt a letter required an answer, he was to actually write the letter. If a student thought an item required "no action" he was to indicate this in writing.

At the following two class sessions the individual responses to the first in-basket items were discussed. The discussion was structured in a way to encourage student interaction and to reduce instructor domination. At the end of the discussion the students were directed to focus their attention on the basic or underlying problems which they saw reflected in the items of the in-basket. The technique of asking the students to identify basic problems seemed to be quite effective as a device to identify concerns relative to improving curriculum in occupational education.

The second and third in-baskets (designed to improve the cognitive domain and to require the student to conceptualize a program for improving occupational education) were assigned at the same time. Students were encouraged to work in pairs or groups of three or four. They were given two weeks to prepare a program to improve the occupational preparation program at Madison High School. At the end of two weeks the various groups were required to present their proposals for curriculum improvement to other members of the class.

During the two-week period when committees were working on their proposals, class time was devoted to the discussion of the materials contained in the reference in the second in-basket. These references were discussed and reviewed and some implications for education were identified.

V. EVALUATION

Evaluation of the "250 Block" was structured to measure progress toward identified goals. The description of the evaluation is described in Chapter VI. Many other approaches to evaluation can be found.[2] Student evaluation of their own actions and the actions of their peers may also be utilized.

One of the major uses of in-baskets has been to give the student experiences in decision making along with some understanding of the entire process of decision making. In the in-baskets developed for this project, an added dimension was incorporated. That dimension was that the decision had to be made about an identified area--in this case, vocational or occupational education. This enabled the student to experience the process of decision making and to examine that process. It also meant the student had to gain information about vocational or occupational education in order to make sound decisions.

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[2] Daniel E. Griffiths, John K. Hemphill, and Norman Frederiksen, Administrative Performance and Personality (New York: Bureau of Publications, Teachers College, Columbia University, 1962).

Evaluation of the five-day workshop indicated gains on pre- and post-tests in cognitive and attitudinal measures. (See Chapter VI for a description of this evaluation.) The instructor, or consultant, using the in-baskets for workshops of a few days' duration may devise numerous and varied ways for evaluation.

Evaluation of student progress, when simulation is employed in the traditional graduate class may be as "similar" to previous pupil evaluation or as "different," as the instructor wishes it to be. In the pilot run of the materials for this project the battery of pre- and post-tests was used along with a general opinionaire for all students.

The only major problem for using simulation in the regular class used for the pilot study was in providing a satisfactory pupil-teacher ratio for adequate small group discussion. There were 51 pupils in the class used in the pilot study. Consequently, two project staff members, who were experienced school administrators working on the doctorate, were brought into the class to assist when discussions were held. This placed 17 people in each small group for discussion.

VI. GUIDELINES FOR USING SIMULATION

There is no set or prescribed way in which simulation must always be used. As reflected in the previous illustrations in-baskets can be successfully employed in a variety of settings. By the same token, the instructional techniques for utilizing simulation can vary.

Some generalizations concerning the use of simulation may be helpful for the instructor who has not used this technique. Those who have used simulation will undoubtedly be able to give additional guidelines for using simulation.

1. The instructional objectives must be clearly identified by the instructor. Whether or not the instructor identifies these objectives for the student, or lets the student identify his own is largely a matter of choice. Knowing specific objectives is, of course, important in terms of identifying activities for the student and in terms of evaluating the progress of the student.

2. The instructor must be thoroughly familiar with the background materials and with all items in the in-baskets. This, like the first guideline, may be so obvious that it goes without saying. The more familiar the instructor is with the simulated materials, the more adept he will be in seeing a wider variety of possibilities for instructional use.

3. Student interaction must be understood and accepted by the instructor. If an instructor is not willing to let students become involved in discussing, or if he is not secure in seeing students make mistakes, he will probably find simulation very unsatisfactory as an instructional device.

4. Small groups are required to facilitate student interaction. Twelve is a good number to have in a group and 15 is considered a maximum number by many proponents of discussion methods. Actually, one instructor can serve as a resource person to two small

groups operating in one room simultaneously. This is not as desirable, however, as having one instructor working with one group.

5. A climate conducive to student involvement is necessary. Students must expose their thoughts and grow in their ability to give and take.

6. Total participation in small groups can be achieved if the instructor will take the time to draw out the quiet student, and if necessary, restrict the student who would dominate the discussion.

7. Students must be permitted freedom to explore alternatives. The instructor must guard against correcting all "wrong choices." The discovery method of learning is, in part, at play during discussions and often if left uncorrected during an early stage of a discussion, the students will, in a very meaningful way, find a better answer as they are encouraged to express their views.

8. The instructor needs to learn how to phrase questions which will lead to open discussions. Those questions which can be answered with a fact or a "yes" or "no" should be set aside so that questions which will lead to the consideration of implications relative to the topic can be considered.

9. Role playing is a helpful technique. When used, it may be found that some pupils will want to step out of their assigned role and say, "I think Mr. Smith should. . . ." In such cases the student should be tactfully directed back to playing the role of Mr. Smith in the first person and not permitted to avoid the necessary decision.

10. Adequate time for considering both background materials and in-basket items is needed. Those who have never used simulation may have a fear that too much time is devoted to discussing materials or working with in-baskets. There may be a feeling that other "important" topics are being slighted. Those who are willing to invest adequate time for simulation will find the results rewarding.

CHAPTER VIII

SUMMARY AND CONCLUSIONS

Since the Educational Policies Commission Report, Education for All American Youth[1] was published in 1944, there has been a great deal of discussion among educators concerning the comprehensive secondary school. A great vision was set forth with the ultimate objective of education for every youth so he might actually realize his greatest potential. Such a goal would be a vast and ponderous undertaking in a static society. In our nation, however, the problem has been grossly complicated by the fact that we are not static, but are changing and progressing at an accelerated rate.

One of the most crucial problems that has developed in the area of public education in the United States relates to inadequate knowledge and sensitivity which many administrators have in the area of vocational education. This inadequate knowledge has been reflected in our public school programs by insufficient and inadequate programs of vocational education for students needing and wanting such training.

To attest to the fact that our schools have not always made adequate provisions for various student abilities we need only refer to the dropout problem, strong emphasis on college preparatory curricula and guidance practices that have emphasized college entrance at the expense of directing proper students into vocational training. The attitudes of public school administrators to the growing and changing vocational patterns has been of relative indifference.

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[1] Education for All American Youth (Washington, D.C.: Educational Policies Commission, National Education Association, 1944), pp. 255-56.

The school administrator is a key figure in the development and implementation of vocational education in our schools. He must understand the changes that are taking place in society. His comprehension of vocational education in the total balanced program must be insured if we are to meet the needs of our youth. The needs of our society in the area of vocational education are great. The programs of our schools should reflect to a greater extent these needs.

By the same token teacher training institutions are in a key position to help the public school administrator acquire the necessary perspective to develop adequate programs. Training programs for administrators must begin to stress leadership for vocational education and possibly give support for a different rationale for organization, administration, and financing of vocational education.

I. THE PURPOSE OF THE PROJECT

The University of Nebraska approached the task of providing pre- and in-service training for school administrators in the area of vocational education through a federally funded, three-year project entitled "The Development of Material for the Orientation of School Administrators to Vocational Education Needs and Programs."

The project focused "on the problem of preparing school administrators to exert more effective leadership roles with regard to the conceptualization, analysis, organization, and administration of programs of vocational and technical education in public schools."

To achieve this purpose, three objectives were established. As stated in the original proposal, these objectives were:

1. To determine the curriculum content to be included in the simulated training program for school administrators for the development of cognition and affective behavioral changes in the conceptual roles of the administrator in the initiation, development, organization, and/or administration of programs of vocational and technical education in local school districts.

   Objective 1 was elaborated into the following sub-objectives:

   a. To develop a conceptual basis of the role of the school administrator. . . .

   b. To assess the attitudinal orientation of public school administrators as toward vocational education. . . .

   c. To assess the level of cognition of public school administrators with regard to vocational education. . . .

   d. To identify critical incidents . . . as a basis of determining curriculum content.

2. To translate the information gained through the attainment of Objective 1 into an instructional program, including simulation, for the preparation of public school administrators.

3. To evaluate the effectiveness of the developed simulated learning experiences.

II. PROCEDURES

The work of developing instructional materials for school administrators was divided into three phases to correspond with the three objectives.

Phase I

A sample of 102 Nebraska school administrators was selected for the purpose of providing baseline data. The sample was made up of 51 superintendents and 51 principals of secondary schools. Senior high schools with an enrollment of 500 or more were classified as the largest size category, or Group I; 200-499 enrollments constituted the medium school size, or Group II; and 200 or less enrollment made up the smallest size category, or Group III. Within this stratified framework, there were 17 administrators randomly selected for each cell. Each administrator in the sample was asked for a prior commitment which insured 100 per cent response from the sample. (See Figure II)

A battery of tests was prepared and administered to the sample of Nebraska school administrators. These tests were designed to determine (1) the cognitive level of school administrators concerning vocational education, (2) their role perception regarding programs of vocational education, and (3) their attitude toward vocational education.[2]

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[2] Vocational education as a term is used here to mean a program geared to assist young people as they prepare for the world of work and does not concern itself with such distinctions as industrial arts, prevocational, vocational, or technical preparation.

FIGURE II

THE SAMPLE

Superintendents	Principals	Secondary School Size	
S_1 17	P_1 17	500+	Group I
S_2 17	P_2 17	200-499	Group II
S_3 17	P_3 17	200 & under	Group III
51	51	= Total number of 102	

Critical incidents were also collected from the sample and from additional school administrators in Nebraska. These critical incidents were collected for two reasons. First, the pattern, or typical type problems existing in schools, needed to be identified; and secondly, the critical incidents were to provide raw material to assist in the creation of in-baskets.

The analysis of the test scores and critical incidents provided the necessary information, or baseline data from which the instructional materials could be developed.

Phase II

The second phase of the project was to develop instructional materials. These materials were planned to reflect the results of the baseline data, and to focus upon the stated objectives as set forth for the project.

Three in-baskets were prepared. The first in-basket contained those items which might cross the principal's desk on any given day. This in-basket was designed to point to a need for broadening the curriculum in Madison High School. This awareness of the need for a more comprehensive program was aimed at changing attitudes of administrators so they would look more favorably upon occupational education.

The second in-basket was designed to improve the level of cognition of administrators relative to occupational education. This in-basket was made so that key references in the area of occupational preparation could accompany and become a part of the in-basket.[3] This would also give the instructor using these in-baskets the opportunity to select those references he felt were most valuable and important in aiding the student to learn more about occupational education.

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[3] The following references were used with the in-baskets during the initial trial period: United States Department of Labor, _Manpower Report of the President_ (Washington: Government Printing Office, April, 1967); and Gardner, John W., _Self-Renewal: The Individual and the Innovative Society_ (New York: Harper and Row, 1965).

The third in-basket was organized to compel the student to take some action relative to improving occupational education. It was believed that requiring a student to take some definite action would enable him to apply some of the things he had learned about the administration of occupational education.

It was believed the in-baskets planned in this project should be designed for use in workshops which last for only a few days. To accommodate such workshops a brief form of background materials was needed. A summarization or abbreviated form of the background materials prepared by the U.C.E.A. was developed to enable groups to use in-baskets with a minimal type of introduction to community and school.[4]

Phase III

The last phase of the project was to test the simulated materials which had been developed. The three in-baskets developed were used in two settings during the summer of 1967 at the University of Nebraska. A five-day workshop was one setting in which the in-baskets, accompanied with the abbreviated background materials, were used. A block program was the second setting in which the in-baskets were employed.

A five-day workshop in which the simulated materials were used was conducted from 8:30 a.m. to 3:30 p.m. daily for the eight persons enrolled. An effort was made to present information through the in-basket technique concerning (1) the present status of vocational education, (2) self-determination of suitable programs for local schools, (3) planning resources and supplemental data, (4) making appropriate changes to accommodate needs, and (5) identifying advisory agencies who provide assistance in implementing programs. The small number involved made it impossible to draw conclusions which would withstand rigorous scrutiny.

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[4] Ward Sybouts and Kenneth Tobiska, The Madison School-Community: Abbreviated Background Materials (Lincoln: Department of Educational Administration, University of Nebraska).

The "250 Block," which was an eight-week summer session designed for aspiring school administrators who were working toward a master's degree, was also used to test the project materials. Nine semester hours of credit, or a full load, was involved for those enrolled in the "250 Block," which meant those involved were not taking other courses during the time they were enrolled in the block program. The students enrolled in the "250 Block" were divided into three groups. There was a control group (T_1) and two experimental groups (T_2, T_3). All groups received the pre- and post-tests.

The sixteen students in the control group (T_1) received no form of instruction in the area of administering vocational education. During the time the experimental groups (T_2, T_3) were receiving an exposure to vocational education information, the control group (T_1) dealt with various general areas concerning educational administration.

During the first three weeks of the "250 Block" one experimental group (T_2) received instruction of a traditional type concerning the administration of vocational education. Readings were assigned from selected references, class discussions were conducted, lectures given, and field trips taken. Every effort was made to provide the best possible kind of instruction, with the exception of providing no in-baskets or simulated experiences.

The third group (T_3) was also an experimental group. These persons were exposed to a three-week unit regarding vocational education in which the project materials, or in-baskets, were coupled with the U.C.E.A. background materials. Those who were exposed to simulated materials also had, as a part of the second in-basket, the same selected references as did the students who were receiving traditional instruction (T_2).

III. FINDINGS

Findings of Phase I

The findings from the first phase of the project supported several opinions about school administrators' relationship to vocational education.

Role instrument data reflected the following information:

1. Principals felt somewhat more obligated toward the initiation, development and maintenance of occupational education than did the superintendents.

2. Administrators from Group II schools (200-499 students) indicated a stronger obligation toward the initiation of occupational education than did the administrators in Groups I (500 and more students) and III (less than 200 students).

3. Mean scores of orientation toward change were highest for large school administrators and lowest for small schools.

4. Superintendents, as a group, displayed a more dynamic attitude toward change than did the principals. The difference between Group II superintendents and principals was significant at the ".01" level.

5. Principals indicated a somewhat higher feeling of obligation toward students than did the superintendents.

6. Group II administrators displayed a slightly higher feeling of obligation toward the community than did Groups I and III.

7. Superintendents indicated feelings of greater obligations toward the school board than did the principals but the differences were not significant.

8. Principals tended to feel more obligated to the staff than did the superintendents. The greatest difference was found between the Group III superintendents and principals.

9. Mean scores indicated that principals expected somewhat more from their staff than did the superintendents.

10. Group I principals indicated a rather high degree of alienation, that is, their feelings of powerlessness, meaninglessness, normlessness, isolation and self-estrangement were greater than those of the smaller school principals.

The attitudes of the administrator were measured with two instruments. An Attitude Test for Vocational Education (ATVE) was developed which employed the method of summated ratings[5] and a semantic differential test was adapted from the dissertation written by Miner.[6]

The ATVE scale revealed the following information concerning the sample:

1. Superintendents, as a group, were more positively oriented toward vocational education than were the principals.

2. Significant differences at the ".05" level were noted between superintendents of Groups I and III, between superintendents of Groups II and III, and between superintendents and principals of Group II.

The Semantic Study resulted in the following findings:

1. Administrators' attitudes were significantly more positive toward the academic concepts than toward the vocational concepts.

2. Academic concepts ranked highest by the administrators were university, college president, college degree, school superintendent and college.

3. Academic concepts ranked lowest by the administrators were associate of arts, community college, humanities, bachelor of arts, professor and profession.

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[5] H. Cantril, "The Intensity of an Attitude," Journal of Abnormal and Social Psychology, 41:129, April 1946; Allen L. Edwards, Techniques of Attitude Scale Construction (New York: Appleton-Century-Crofts, Inc., 1957), p. 20; and Allen L. Edwards and K. C. Kennedy, "A Comparison of the Thurstone and Likert Techniques of Attitude Scale Construction," Journal of Applied Psychology, 30:72-83, February, 1946.

[6] Fred V. Miner, "The Semantic Dimension of Selected Education Concepts" (unpublished Doctoral dissertation, University of Nebraska, Lincoln, 1965); a study based on the work of Charles E. Osgood, George J. Suci and Percy H. Tannenbaum, The Measurement of Meaning (Urbana: University of Illinois, 1957).

4. Vocational concepts ranked highest by the administrators were training, trade school, technician, vocational school and foreman.

5. Vocational concepts ranked lowest by the administrators were labor union, journeyman and apprentice.

The findings from the critical incidents gave a pattern or frequency of areas of concern. Areas mentioned most frequently dealt with curriculum needs. The general pattern of critical incidents reported by school administrators very clearly pointed to concerns which were reflections of program inadequacies.

TABLE 51

CRITICAL INCIDENTS MOST FREQUENTLY AND LEAST FREQUENTLY MENTIONED

Classification or Type Critical Incident Main/Related	Frequency
Curriculum/Change in Curriculum	109
Curriculum/Insufficient Curriculum	85
Student/Career	79
Facilities/Finance	11
Facilities/Change in Curriculum	11
Board/Finance	10

Findings of Phase III

Five-day workshop participants made significant gains (.05 level) between pre- and post-tests in the cognitive domain. Attitudes of the workshop participants were also changed as measured by the ATVE, which revealed significant changes (.05 level) toward more favorable feelings about vocational education. The workshop participants, all of whom were experienced and practicing educators with varying degrees of involvement or responsibility for vocational education programs, did not show any significant changes in attitudes toward vocational education as measured in the semantic differential pre- and post-tests.

The pre- and post-tests employing the role instrument revealed no significant changes. Variations occurred, but none was of notable importance.

A follow-up survey was taken one year after the five-day workshop. Those who had been participants in the workshop indicated they were involved in a rather wide range of activities for improving vocational education in their respective schools and that they attributed many of the activities to having participated in the workshop. While the number of persons involved in the five-day workshop was too small to give final or conclusive evidence, these results can be taken as an indication that the simulated materials did affect behavior.

The participants of the "250 Block" showed varied patterns between pre- and post-test scores. There were no differences of significance or notable trends in scores identified between pre- and post-tests for those students in the control group.

When comparing pre-test scores from the cognitive test it was found there were no significant differences between groups (T_1, T_2, T_3) in the "250 Block." In like manner, no significant differences in the role and attitude pre-test scores between groups (T_1, T_2, T_3) were identified.

The experimental group (T_2) which had the three-week course presented in a traditional way revealed significant differences in the cognitive domain when contrasting pre- and post-test results. The mean pre-test score for the group was 24.62 which moved to 29.06 in the post-test.

The experimental group which utilized simulation (T_3) made significant gains on cognitive test scores when contrasting pre- and post-test scores. The pre-test mean for the simulation group was 25.72 which moved to 29.38 in the post-test.

Scores on the two attitude tests did not move to more favorable attitudes toward vocational education for those students receiving traditional instruction (T_2). In the semantic study, those receiving traditional instruction (T_2) actually reported slightly less favorable reactions toward vocational education after the three-week unit was taught. This reverse shift took place in spite of the fact that the instructor repeatedly "told" the group of the importance of vocational education.

Attitude changes did occur, as reflected in pre- and post-test scores, in the experimental group (T_3) using simulation. ATVE scores were higher on the post-test which would indicate an attitude shift toward vocational education.

The experimental group using simulation (T_3) was the only group which registered consistent differences between pre- and post-test scores in the semantic study. In all five semantic concepts related to vocational education, there were positive changes toward more favorable attitudes of vocational education. By contrast, there were no significant changes in attitudes as reflected in pre- and post-test scores (T_3) in academic concepts. This pattern of test scores (T_3) would seem to indicate a changing balance toward more equal attitudes between vocational concepts and academic concepts for those who were exposed to the simulated experience.

The role expectations, as reflected in pre- and post-test scores for all participants in the "250 Block" (T_1, T_2, T_3), did not change significantly. This would lead one to the conclusion that the instructional materials developed in this project and the kind of materials presented in a traditional way to students in the "250 Block" had little or no impact in changing persons' role expectations concerning the administration of vocational education.

Although only limited data were available, it was obvious to the instructors of the "250 Block" that simulation, as an instructional technique, has certain advantages. Motivation was high among the students using in-baskets. This was reflected in the fact that those who were in the experimental group using simulation (T_3) were never assigned any of the reading materials provided to improve their levels of cognition; yet through the motivation of in-basket procedures, the student elected to read and search out information. The instructor's opinion regarding motivation is also consistent with the opinionaire data reported by students who indicated very favorable reactions to simulation as an instructional technique.

The "250 Block" participants were very enthusiastic about their experience with simulated materials. They indicated, without exception, they felt the in-baskets were "appropriately difficult," and "realistic."

As can be seen from the data collected in this project, many of the conclusions are somewhat tentative as a result of small numbers and the problems associated with human behavioral patterns. There are, however, definite indications to support the position that simulation, or more specifically the in-basket technique, is a useful instructional device. The data give indications that in-baskets provide a means of reaching the affective domain where traditional methods may fail in this respect. In this project the data indicate student gains in the cognitive domain were just as great when simulation was used as were the gains in cognition when more traditional methods of instruction were employed. It is abundantly clear for those who have worked with in-baskets that motivation is high and students have a strong preference for simulation as contrasted to traditional instructional procedures.

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APPENDIX A

QUESTIONNAIRES

THE UNIVERSITY OF NEBRASKA
TEACHERS COLLEGE
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
LINCOLN, NEBRASKA 68508
TELEPHONE (402) 477-8711

PROJECT STAFF:
DALE K. HAYES, DIRECTOR
WARD SYBOUTS, ASSOCIATE DIRECTOR
JOHN K. COSTER, CO-INVESTIGATOR
KENNETH D. ORTON, CO-INVESTIGATOR
WILLIAM L. PHARIS, JR., CO-INVESTIGATOR

Dear Educator:

This questionnaire is designed to gather information needed for the project being conducted at the University of Nebraska which is to develop simulated and other materials to aid in training educational administrators. As you recall, we had written to you previously to request your assistance.

This questionnaire is concerned with you, your background, and your community. Be assured all information will be treated as confidential material.

When asking for occupational information, we are referring to the following curriculum areas: agriculture, business education, distributive education, home economics, industrial arts, vocational trades, and industrial education.

The items are designed so you may answer them quickly. Simply place a check mark (✓) in the appropriate square, except for a few questions (i.e., age - write your age in the two boxes provided), or where "other" responses may be given in addition to the items listed. Please disregard the numbers in parentheses by the answer box.

Thank you for your cooperation.

Very truly yours,

Ward Sybouts

Ward Sybouts
Associate Director
Room 310
Teachers College

CW

PROJECT HRD NO. 411-65
PROJECT TITLE: THE DEVELOPMENT OF MATERIAL FOR THE ORIENTATION OF SCHOOL ADMINISTRATORS TO VOCATIONAL EDUCATION NEEDS AND PROGRAMS

Do not mark in these spaces.
☐ 1
☐ 2
☐ 3
☐ 4

PROJECT HRD 411-65

BACKGROUND INFORMATION

Questionnaire

PART I

Name________________ **Position: Superintendent** .... ☐1
Principal .... ☐2
5

Address________________

Sex: Male .... ☐1
Female .... ☐2
6

Age .... ☐☐
7 8
no. of years

Marital Status:
Single .... ☐1
Married .... ☐2
9

1. If married, check the highest level of formal education of your spouse
- **A. Completed grades one through eight** .... ☐1
- **B. Completed high school** .... ☐2
- **C. Attended some college but did not graduate** .... ☐3
- **D. Bachelor's degree** .... ☐4
- **E. Some graduate training** .... ☐5

10

2. Number of children under twenty-one
- **A. None** .... ☐1
- **B. One** .... ☐2
- **C. Two** .... ☐3
- **D. Three** .... ☐4
- **E. Four or more** .... ☐5

11

3. What was your father's occupation for the longest period of time before you attended college? (Please write specific occupation in the blank and check appropriate box.)

Father's occupation________________
- **A. Deceased, none, or no information** .... ☐1
- **B. Unskilled laborer** .... ☐2
- **C. Skilled laborer** .... ☐3
- **D. White collar worker** .... ☐4
- **E. Professional** .... ☐5

12

4. What was the approximate size of the community in which you had lived for the longest period of time before attending college? (If suburban, include with the population of the greater metropolitan area population.) Please write in the name of the community and check the appropriate box.

Name of community________________________________

A. Rural—farm .... ☐^{1}
B. Village (under 2,500) .... ☐^{2}
C. Town (2,500-9,999) .... ☐^{3}
D. Small city (10,000-99,999) .... ☐^{4}
E. Large city (100,000 and over) .... ☐^{5}
13

5. What type of senior high school did you attend?

A. Public .... ☐^{1}
B. Private, denominational .... ☐^{2}
C. Private, nondenominational .... ☐^{3}
14

6. What was the size of your senior high school graduating class?

A. Under 20 .... ☐^{1}
B. 20-49 .... ☐^{2}
C. 50-99 .... ☐^{3}
D. 100-249 .... ☐^{4}
E. 250-499 .... ☐^{5}
F. 500 or more .... ☐^{6}
15

7. Did you take any courses in occupational preparation?

A. Yes .... ☐^{1}
B. No .... ☐^{2}
C. No occupational preparation courses offered .... ☐^{3}
16

8. Check the highest level of formal education you have completed

A. Bachelor's degree .... ☐^{1}
B. Master's degree .... ☐^{2}
C. Master's degree and additional semester hours .... ☐^{3}
D. Six year specialist's certificate .... ☐^{4}
E. Ed.D. or Ph.D. .... ☐^{5}
F. Post-doctoral education .... ☐^{6}
17

9. Years of educational administrative experience (include the present year)

A. Less than 5 years .... ☐^{1}
B. Between 5 and 9 years .... ☐^{2}
C. Between 10 and 14 years .... ☐^{3}
D. Between 15 and 19 years .... ☐^{4}
E. Twenty years or more .... ☐^{5}
18

10. Have you personally taught a course(s) in occupational preparation? (Include the present year)

A. Yes .... ☐^{1}
B. No .... ☐^{2}
19

11. How many years of administrative experience have you had in a school system in which courses in occupational preparation were offered? (Include the present year)

A. None ☐1
B. Two years or less ☐2
C. Between 3 and 5 years ☐3
D. Between 6 and 9 years ☐4
E. Between 10 and 19 years ☐5
F. Twenty or more years ☐6
20

12. In the last five years have you been an administrator in a school system in which the occupational preparation program was partially eliminated? (Include the present year)

A. Yes ☐1
B. No ☐2
21

13. In the last five years have you been an administrator in a school system in which a course in occupational preparation was substituted for a subsidized course in either vocational or technical education?

A. Yes ☐1
B. No ☐2
22

14. How many years have you been an administrator in the school district by which you are presently employed? (Include the present year)

A. Less than 5 years ☐1
B. Between 5 and 9 years ☐2
C. Between 10 and 19 years ☐3
D. Twenty years or more ☐4
23

15. How many summer vacations since graduation from college have you been employed by a business(es) or occupied a paid position(s) not connected to any educational program or institutions? (Include only summer vacations)

A. None ☐1
B. Less than 5 summer vacations ☐2
C. Between 5 and 9 summer vacations ☐3
D. Between 10 and 14 summer vacations ☐4
E. Between 15 and 19 summer vacations ☐5
F. Twenty or more summer vacations ☐6
24

16. How many years have you been employed by a business(es) or occupied a paid position(s) not connected to any educational program or instition? (Exclude summer vacations)

A. None ☐1
B. Less than 5 years ☐2
C. Between 5 and 9 years ☐3
D. Between 10 and 14 years ☐4
E. Between 15 and 19 years ☐5
25

17. What is the base salary you receive for the present total year?

A. Less than $5,000 ☐1
B. Between $5,000 and $6,999 ☐2
C. Between $7,000 and $8,999 ☐3
D. Between $9,000 and $10,999 ☐4
E. Between $11,000 and $14,999 ☐5
F. Between $15,000 and $19,999 ☐6
G. Twenty thousand or over ☐7
26

18. Place a check in the box(es) corresponding to the abbreviations for the professional organizations of which you are a member. (If not listed, check the box for others (G) and write the name(s) in the blanks.)

A. AASA ☐1
B. Local Educational Association(s) ☐2
C. NASSP ☐3
D. NASA ☐4
E. NSEA ☐5
F. NEA ☐6
G. Others __________, __________, __________ ☐7
27

19. How many years have you been a member in the Nebraska or any State School Administrator's Association? (Include the present year)

A. None ☐1
B. One to four ☐2
C. Five to nine ☐3
D. Ten to fourteen ☐4
E. Fifteen or more ☐5
28

20. Have you held an elected position in any professional organization?

A. Yes ☐1
B. No ☐2
29

21. What is the approximate size of the community in which you are presently employed as a school administrator? (If suburban, include with the population of the greater metropolitan area population.) Write in the name of the community and check the appropriate box.

Name of community____________________.
A. Rural—farm ☐1
B. Village (under 2,500) ☐2
C. Town (2,500-9,999) ☐3
D. Small city (10,000-99,999) ☐4
E. Large city (100,000 and over) ☐5
30

22. In the community in which you are an administrator, how many civic-service organizations do you belong to? (e.g., Kiwanis, Lions, Rotary, Masons, etc.)

A. None ☐1
B. One ☐2
C. Two ☐3
D. Three ☐4
E. Four or more ☐5
31

23. How many years have you been a member of a civic-service organization in this community? (Include the present year)

A. Don't belong to any ☐1
B. Less than one year ☐2
C. Between one and two years ☐3
D. Between three and five years ☐4
E. Between six and nine years ☐5
F. Between ten and 19 years ☐6
G. Twenty or more years ☐7
32

24. Have you ever held an elected office(s) in any of these civic-service organizations?

A. Yes .... ☐ 1
B. No .... ☐ 2
33

25. In the community in which you are an administrator, how many recreational organizations do you belong to? (e.g., Country Club, Bowling League, Rod and Gun Club, etc.)

A. None .... ☐ 1
B. One .... ☐ 2
C. Two .... ☐ 3
D. Three .... ☐ 4
E. Four or more .... ☐ 5
34

26. How many years have you been a member of a recreational organization? (Include the present year)

A. Don't belong to any .... ☐ 1
B. Less than one year .... ☐ 2
C. Between one and two years .... ☐ 3
D. Between three and five years .... ☐ 4
E. Between six and nine years .... ☐ 5
F. Between ten and 19 years .... ☐ 6
G. Twenty or more years .... ☐ 7
35

27. Have you ever held an elected office(s) in any of these recreational organizations?

A. Yes .... ☐ 1
B. No .... ☐ 2
36

28. Do you have a religious preference?

A. Yes .... ☐ 1
B. No .... ☐ 2
37

29. If you have a religious preference, is it

A. Protestant .... ☐ 1
B. Catholic .... ☐ 2
C. Jewish .... ☐ 3
D. Other .... ☐ 4
38

30. If you have a religious preference, how often do you attend services locally?

A. Seldom .... ☐ 1
B. About once a month .... ☐ 2
C. About twice a month .... ☐ 3
D. Nearly every week .... ☐ 4
39

31. Do you belong to any organizations *other than* professional, civic-service, or recreational? If so, please list them in the blanks below.

A. .... ☐ 1
B. .... ☐ 2
C. .... ☐ 3
D. .... ☐ 4
40

PERT: 1531
HRD 411-65
University of Nebraska

A PURVIEW

OF

VOCATIONAL AND TECHNICAL

EDUCATION

FRANCIS E. COLGAN

UNIVERSITY OF NEBRASKA

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

NAME________________________ **I.D. NUMBER** ☐☐☐ ☐
1 2 3 4
Card No.

____

PROJECT HRD NO. 411-65
PROJECT TITLE: The Development of Material for the Orientation of School Administrators to Vocational Education Needs and Programs

DIRECTIONS

Educational administrators are frequently in contact with facts, organizational procedures, personnel choices, finance, etc., relating to vocational education needs and programs. Each item has a best answer (one that is most accurate). Choose the answer which you feel is more accurate than the others. Place the number of the chosen response on the line to the right. Please record a choice for each test item.

1. Occupational preparation of rural youth is of great help because it increases the student's 2 5
   1. employability locally
   2. geographical mobility
   3. work competence
   4. personal income

2. Organizing the program of studies vertically improves the 3 6
   1. grouping
   2. team teaching
   3. articulation
   4. efficiency

3. The Vocational Business and Office Education Program is limited to students who 3 7
   1. plan to go to college
   2. need to work
   3. plan on full-time employment after graduation
   4. want work experience

4. The Vocational Education Act of 1963 encourages the expansion of 1 8
   1. work-study programs
   2. the responsibility for training by industry
   3. apprenticeship training
   4. basic college entrance requirements

5. The educational administrator should seek the active support of the staff, pupils, parents, patrons, and organizations to secure sufficient funds for 3 9
   1. team teaching
   2. vocational education
   3. the instructional budget
   4. new band uniforms

6. A relatively poor use of training funds results from training sessions with fewer than 2 10
   1. 6 trainees
   2. 10 trainees
   3. 14 trainees
   4. 18 trainees

7. The administrator of vocational education programs should be aware of the percent of change in the labor force. He will find that between 1960-70 the number of farmers and farm workers will 3 11
   1. remain stable
   2. change
   3. decline by more than 10 percent
   4. increase by more than 10 percent

8. The ideal ratio for job training and subsequent employment would be 1 12
   1. one to one
   2. one to three
   3. one to six
   4. one to ten

9. The number of dropouts before high school graduation between 1960-70 is estimated at 2 13
   1. 5 million
   2. 7.5 million
   3. 8 million
   4. 8.5 million

10. The Vocational Act of 1963 suggests that home economics education should give consideration to some activities

1

14

1. for useful employment
2. outside the home
3. involving manipulative skills
4. involving homemaking problems

11. Vocational education programs should be administered by

3

15

1. a national advisory committee
2. a panel of consultants
3. legally constituted public school authorities
4. the state department of education in the respective states

12. Democratic participation by significant others in the administration of the school aids in

1

16

1. adoption of the budget
2. handling of correspondence
3. placing of bids
4. taking the census

13. According to the Vocational Education Act of 1963, work-study students from age 15 ot 20 may now spend a maximum__?__hours of school time per week in employment where the work is part of the school curriculum

2

17

1. 10
2. 15
3. 20
4. 25

14. What is the anticipated population of the United States for 1980?

2

18

1. 200 million
2. 250 million
3. 300 million
4. 400 million

15. The primary responsibility of vocational guidance is to help persons to

19

1. find a pob
2. make tentative choices
3. enter into employment
4. receive payment for training

16. New sources of power and automation are raising standards of living and the minimum competence necessary for

3

20

1. secondary education
2. life adjustment
3. initial employment
4. vocational education

17. The individual without occupational preparation should be aware of the percent of change in the labor force during the 1960's. He will find that between 1960-70 the demand for professional and technical persons will

3

21

1. remain stable
2. increase by 20 percent
3. increase by 40 percent
4. increase by 60 percent

18. Of every ten persons who finish elementary school, how many will graduate from college?

1

22

1. 2 out of 10
2. 4 out of 10
3. 5 out of 10
4. 6 out of 10

19. Pulling together all needed resources of communities, states, and the nation to improve the quality of education and to relate it more closely to community, state, and national needs is the task of

1

23

1. the educational administrator
2. Board of Education
3. advisory committee
4. the planning committee

20. Finding out about careers, sorting out career choices, making career decisions depends first and last on the individual's 2 ______ 24

1. opportunities
2. initiative
3. aptitude
4. ability

21. Who is specifically concerned with the organization and administering of the Home Economics Program? 1 ______ 25

1. Superintendent
2. Principal
3. Local Coordinator
4. Guidance Counselor

22. The principal document to guide local boards in providing vocational education is the 4 ______ 26

1. Vocational Education Act of 1963
2. Smith-Hughes Act
3. NDEA of 1958
4. State guidelines for vocational education

23. The Vocational Act of 1963 provides that Federal funds may be used for gainful employment in teaching any occupation involving 1 ______ 27

1. knowledge and skills in homemaking subjects
2. the development of personal relationships
3. foods and nutrition
4. management of time and energy

24. Knowledge of opportunities is of little benefit to the individual 2 ______ 28

1. if the information is not current
2. if the individual is not qualified for the job available
3. if the individual cannot relocate
4. if the tools are too expensive

25. Small high schools sometimes arrange for instructional services on an area basis. These services include 3 ______ 29

1. special facility rental
2. sharing pupil transportation costs
3. sharing vocational guidance and training specialists
4. administrative teams

26. The highest rate of unemployment is found among job seekers 1 ______ 30

1. 16-17 years of age
2. 25-34
3. 35-44
4. 45 and over

27. A person's ability to adapt to new work situations is determined largely by 3 ______ 31

1. his education
2. the goals of society
3. his education and training
4. the employment opportunities available

28. Advisory committees for vocational education should function at 1 ______ 32

1. both state and local levels
2. state level only
3. local level only
4. the Federal level

29. Distributive Education is the title of a vocational education program for 4 ______ 33

1. small communities
2. students with handicaps
3. communities having a wide range of employment opportunities
4. youth with differing aptitudes and abilities

30. During the decade following 1960, the number of young workers entering the labor force will be 4 ______ 34

1. 7,500,000
2. 15,000,000
3. 21,000,000
4. 26,000,000

31. Training programs conducted by industry tend to benefit

3

35

1. the economy
2. the public school
3. those who have jobs
4. the manpower outlook

32. For every ten youngsters now in grade school, how many will seek full-time employment immediately after completing high school?

1

36

1. three
2. four
3. five
4. six

33. The average number of years which women spend in the labor force is

4

37

1. 10 years
2. 15 years
3. 20 years
4. 25 years

34. Throughout the United States_____people change their place of residence each year by moving across state lines.

2

38

1. 3 million
2. 5 million
3. 7 million
4. 9 million

35. A school district should have enough pupils to support efficiently

2

39

1. the college-bound youth
2. the comprehensive high school
3. the area vocational school
4. a broad vocational education program

36. The prime responsibility for the education of Americans rests with the

2

40

1. national government
2. state governments
3. state department of education
4. local districts

37. To keep pace with new methods, materials, and opportunities, vocational education facilities will need to be provided for the continual training and re-training of

2

41

1. 5,000,000 persons
2. 13,000,000 persons
3. 18,000,000 persons
4. 21,000,000 persons

38. What is the responsibility of state boards of vocational education?

4

42

1. Conduct in-service for vocational teachers
2. Employ teachers for local programs
3. Decide how funds are to be spent
4. Administer the state plan

39. The term used by economists to describe the income of the nation is

3

43

1. NDEA
2. ESEA
3. GNP
4. MDTA

40. High unemployment in a nation indicates that the economy is not fully utilizing its

2

44

1. apprenticeship potential
2. human resources
3. vocational education programs
4. job training possibilities

41. The most dramatic growth in the United States labor force is in which age group?

1

45

1. Under 25
2. 25-34
3. 35-44
4. 45 and over

42. Women workers are expected to contribute what proportion of the total labor force by 1970? 3 ____ 46

1. One-fourth
2. One-eighth
3. One-third
4. One-half

43. Sharpening an individual's awareness of the larger tasks of society is the responsibility of 3 ____ 47

1. the community
2. industry
3. vocational guidance
4. vocational education

44. The purpose of the Vocational Act of 1963, as cited in Section I, is to 4 ____ 48

1. authorize Federal grants to states to assist existing vocational programs
2. authorize Federal grants to states to assist the strengthening of vocational agriculture
3. assist and encourage the training programs of private industry
4. authorize Federal grants to states to assist revisions in vocational education

45. The Smith-Hughes and George-Barden Acts 1 ____ 49

1. restricted vocational education to specific categories
2. encouraged imaginative programs of vocational educataion
3. promoted general education within the vocational education classrooms
4. provided scholarships for outstanding vocational students

46. The school facilities should be designed as a 1 ____ 50

1. community education center
2. base for team teaching
3. model for education of youth
4. laboratory for youth

47. The unemployment rate among those who drop out of high school prior to graduation according to *Manpower Challenge of the 1960's* is 4 ____ 51

1. 10-13 percent
2. 14-17 percent
3. 18-24 percent
4. 25-27 percent

48. Richard's formula: $E \, \alpha \, S+T+I+M$ is a way of saying *efficiency* on the job *varies* as the possession of manipulative *skills*, of technical *knowledge*, of *intelligence*, and of *morale* are present

From this one could generalize that 2 ____ 52

1. youth needs to learn how to work
2. mere training of the muscles is not vocational education
3. vocational education concerns the entire human being in relation to society
4. there is need for vocational education

49. The Federal Government has contributed funds to states for the development of vocational education of less than college level for about 3 ____ 53

1. 100 years
2. 75 years
3. 50 years
4. 25 years

50. The groups, categories, and titles of occupations are found in the 2 ____ 54

1. Standard Industrial Occupations Handbook
2. Dictionary of Occupational Titles Handbook
3. Production Handbook
4. Production Control Manual

PERT: 1551
HRD 111-65
University of Nebraska

THE ROLE INSTRUMENT

RODNEY J. HENNINGSEN

UNIVERSITY OF NEBRASKA
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

PROJECT HRD 411-65

PROJECT TITLE: THE DEVELOPMENT OF MATERIAL FOR THE ORIENTATION OF SCHOOL ADMINISTRATORS TO VOCATIONAL EDUCATION NEEDS AND PROGRAMS

THE ROLE INSTRUMENT

Below are several statements. On a separate answer sheet you will find spaces to be marked for each statement. Place a check mark (√) in the appropriate column for each of the items, depending upon whether you strongly agree, agree, mildly agree, mildly disagree, disagree, or strongly disagree. Answer according to what you believe is or would be expected of you as an administrator in the school at which you are presently employed. Be sure to make *one* and only *one* check mark for each item.

1. **Before any students are excused from classes for a school related activity, the administrator should consult other administrator(s).**
2. **The administrator should arrange a conference in his office with the parents of any student failing a course in occupational education.**
3. **The administrator should feel free to require a copy of all official correspondence written by his subordinates to agencies, groups, or individuals outside the school.**
4. **Administrators should make it a point to read as many professional journals as possible.**
5. **The administrator should call into his office any student who has expressed his intentions of dropping from school and attempt to discover the reason(s) and remedy the situation.**
6. **The administrator should assume the responsibility for pointing out state guidelines for occupational education to the local board.**
7. **The administrator should secure outside help from the State Department of Education when curriculum changes in occupational education are being considered.**
8. **The administrator should never prepare the budget for the occupational education department without consulting the staff of that department.**
9. **In a local district which has no occupational education program, the administrator should attempt to influence board members to investigate the possibilities of initiating such a program.**
10. **An administrator should never be afraid to stick his neck out in order to bring about changes in his school.**
11. **The administrator should prepare the budget together with the members of the school board.**
12. **The administrator should always receive the support and backing of the other administrator(s).**
13. **If an administrator agrees with the policies of his school system, he should constantly search for new ways of accomplishing the aims of these policies.**
14. **Administrators should be aware of differences between occupational training of young people for employment and of classroom instruction such as social studies and mathematics.**
15. **The administrator should be a member of the local advisory committee for occupational education.**
16. **The administrator should ask a member of the staff of the occupational education department whom he feels would do an adequate job if someone from the school is asked to speak to a civic group on the topic of the school's occupational education program.**
17. **An administrator is often wise to adopt a "wait and see" attitude toward suggested improvements in education.**
18. **If a student and his teacher in occupational education have experienced problems severe enough to disrupt the classroom, it is the responsibility of the administrator to investigate the matter.**
19. **The administrator should always defend and support his subordinates.**
20. **The administrator should never question the teaching methods of the staff of the occupational education department.**
21. **The administrator should take directions from individual school board members.**
22. **Administrators should conscientiously learn and uphold established customs and procedures of the community in which they are employed.**
23. **The administrator should see it as his responsibility to keep his community informed of expected changes in the labor markets at the national, state, and local levels.**
24. **Administrators should uphold all decisions of the school board.**
25. **An administrator should take the responsibility of selecting equipment used by the occupational preparation program.**

26. The administrator should meet with the staff of the occupational education department whenever there is an apparent need for discussion or instruction of policy affecting this department.

27. An administrator should be a member of at least one local service club.

28. Administrators should always keep their offices open to students.

29. Administrators should constantly seek to improve curriculum.

30. The policies established by the school board should be viewed as useful guidelines for and not necessarily restrictions upon the administrator

31. The administrator should personally investigate and arrange the part-time work programs for school credit which employers in the community have submitted to the school.

32. The administrator should seek a leading role in the local government.

33. The chief aim of the administrator should be to keep his school operating in an orderly and efficient manner.

34. The administrator should constantly assess the human resources available and needed at the community, state, and national levels and relate these situations more closely to the educational program of his school.

35. The administrator should consult with the board regarding any proposed financial spending not accounted for in the budget.

36. It is the administrator's duty to establish and make available to every student enrolled in occupational education courses a manual regarding required behavior in the classroom and treatment of departmental property.

37. The administrator should consult with a student's parents before excluding a student from school.

38. The administrator should consult with staff members of the various departments concerning vacant teaching positions.

39. The staff should understand that gripes from parents regarding occupational education should be handled only by the administrator, if the administrator so desires.

40. If a representative of a civic group calls the administrator and requests he speak to their group regarding an occupational education program, the administrator should make every attempt to do so.

41. It is imperative that school administrators be knowledgeable of the legislation which makes funds available to local schools and the extent and uses of such funds.

42. The administrator should meet with representatives of the board, P.T.A., his staff, and other relevant groups whenever he wishes to plan changes in some portion of the school program.

43. The administrator should have the final decision regarding the curriculum of the occupational education department.

44. The administrator should lead the formation of local committees which will co-operate with the school board regarding the initiation of an occupatioanl education program.

45. The administrator should constantly strive to improve salaries for teachers.

46. The administrator should play the leading role in an area study of vocational needs within his community.

47. Before effecting a change within his own school, the administrator should examine some of the advantages and disadvantages brought about by the modification in other schools.

48. The administrator should urge people to run for the school board who are capable and who would be likely to support a program of occupational education within the local district.

49. The administrator should decide who will give permission to community groups who wish to use the facilities of the occupational education department.

50. The administrator should always plan the agenda for school board meetings.

51. The administrator should receive the parents' approval before allowing a student to take occupational preparation courses.

52. School administrators should refuse to recommend the dismissal of a teacher the public wants dismissed if they feel that the public complaint is invalid.

53. It is the administrator's duty to personally advise the students of changes in curriculum.

54. An administrator should always consult with the other administrator(s) before excluding a student from the school.

55. It is the responsibility of the administrator to select faculty leaders of organizations closely allied to special fields in occupational education such as FFA and FHA clubs, etc.

56. School board rules should be viewed as absolutely binding upon the administrator.

57. As an administrator, I am constantly looking for or developing new means of accomplishing the educational goals of my school.

58. A teacher should always submit a complete explanation in writing to the administrator if a pupil is suspended from the classroom or shop.

59. I don't really enjoy most of the work I do, but I feel that I must do it in order to have the other things that I need and want.

60. The administrator should keep his office open to anyone in the community.

61. Frankly, I find it hard to get very excited or involved in my present job.

62. The administrator should accept responsibility for the decisions made by staff of the occupational education department.

63. There is not much that I can do about most of the important problems that we face today.

64. The administrator should see to it that all staff in the occupational education department carry through his decisions.

65. In general, I find the presently existing methods and practices well suited to accomplishing the educational aims of my school.

66. An administrator should have on paper a long range building plan for the occupational education department.

67. Only teachers who accept the procedures as well as the educational goals established by the board and the administration can expect to be rehired.

68. For the most part, I have found it better to accept things as they are even when I don't always agree with or appreciate their supposed purpose

69. The administrator should allow the faculty to establish their own means of discipline.

70. Things have become so complicated in the world today that I really don't understand just what is going on.

71. Often the administrator should carefully "play down" proposals which might produce confusion or unrest.

72. Modesty aside, I think I can honestly say most of the changes which have taken place in my school, since I have been employed as administrator there, were first suggested by me.

73. The administrator should seek leadership in a prominent service organization.

74. The administrator should work closely with the students to determine sources of pupil satisfaction and dissatisfaction with the occupational education program.

75. The administrator should place graduating seniors in jobs for which they have received occupational training.

76. In order to get ahead in the world today, you are almost forced to do some things which are not right.

77. It is the administrator's obligation to see that ample information regarding the occupational education program of the school is made available to the student body.

78. An administrator should take an active part in the local Chamber of Commerce.

79. The administrator should help any student who requests the administrator's personal advice concerning his career plans or the type of educational program he should select.

80. An administrator should accept the procedures presently existing even when he himself may question their utility or purpose.

81. I often feel lonely.

82. Administrators should always treat all students impartially.

83. It is the duty of the administrator to frequently visit classrooms and shops.

84. The administrator may refuse to discipline a student that a member of the teaching staff has brought to him for that purpose.

85. It is the administrator's right to inform the staff of the occupational education department that only when he gives his written approval can any money be spent by the department.

PERT: 1541
HRD 411-65
University of Nebraska

NAME________________________ I.D. NUMBER____ ____ ____
1 2 3

____
4

THE ROLE INSTRUMENT—ANSWER SHEET

	6 **Strongly Agree**	5 **Agree**	4 **Mildly Agree**	3 **Mildly Disagree**	2 **Disagree**	1 **Strongly Disagree**	
1.	( )	( )	( )	( )	( )	( )	____ 5
2.	( )	( )	( )	( )	( )	( )	____ 6
3.	( )	( )	( )	( )	( )	( )	____ 7
4.	( )	( )	( )	( )	( )	( )	____ 8
5.	( )	( )	( )	( )	( )	( )	____ 9
6.	( )	( )	( )	( )	( )	( )	____ 10
7.	( )	( )	( )	( )	( )	( )	____ 11
8.	( )	( )	( )	( )	( )	( )	____ 12
9.	( )	( )	( )	( )	( )	( )	____ 13
10.	( )	( )	( )	( )	( )	( )	____ 14
11.	( )	( )	( )	( )	( )	( )	____ 15
12.	( )	( )	( )	( )	( )	( )	____ 16
13.	( )	( )	( )	( )	( )	( )	____ 17
14.	( )	( )	( )	( )	( )	( )	____ 18
15.	( )	( )	( )	( )	( )	( )	____ 19
16.	( )	( )	( )	( )	( )	( )	____ 20
17.	(1)	(2)	(3)	(4)	(5)	(6)	____ 21
18.	(6)	(5)	(4)	(3)	(2)	(1)	____ 22
19.	( )	( )	( )	( )	( )	( )	____ 23
20.	( )	( )	( )	( )	( )	( )	____ 24
21.	( )	( )	( )	( )	( )	( )	____ 25
22.	(1)	(2)	(3)	(4)	(5)	(6)	____ 26
23.	(6)	(5)	(4)	(3)	(2)	(1)	____ 27
24.	( )	( )	( )	( )	( )	( )	____ 28
25.	( )	( )	( )	( )	( )	( )	____ 29
26.	( )	( )	( )	( )	( )	( )	____ 30
27.	( )	( )	( )	( )	( )	( )	____ 31
28.	( )	( )	( )	( )	( )	( )	____ 32
29.	( )	( )	( )	( )	( )	( )	____ 33
30.	( )	( )	( )	( )	( )	( )	____ 34
31.	( )	( )	( )	( )	( )	( )	____ 35
32.	( )	( )	( )	( )	( )	( )	____ 36
33.	(1)	(2)	(3)	(4)	(5)	(6)	____ 37
34.	(6)	(5)	(4)	(3)	(2)	(1)	____ 38
35.	( )	( )	( )	( )	( )	( )	____ 39
36.	( )	( )	( )	( )	( )	( )	____ 40
37.	( )	( )	( )	( )	( )	( )	____ 41
38.	( )	( )	( )	( )	( )	( )	____ 42
39.	( )	( )	( )	( )	( )	( )	____ 43
40.	( )	( )	( )	( )	( )	( )	____ 44
41.	( )	( )	( )	( )	( )	( )	____ 45

	Strongly Agree	Agree	Mildly Agree	Mildly Disagree	Disagree	Strongly Disagree	
42.	(6)	(5)	(4)	(3)	(2)	(1)	______ 46
43.	( )	( )	( )	( )	( )	( )	______ 47
44.	( )	( )	( )	( )	( )	( )	______ 48
45.	( )	( )	( )	( )	( )	( )	______ 49
46.	( )	( )	( )	( )	( )	( )	______ 50
47.	( )	( )	( )	( )	( )	( )	______ 51
48.	( )	( )	( )	( )	( )	( )	______ 52
49.	( )	( )	( )	( )	( )	( )	______ 53
50.	( )	( )	( )	( )	( )	( )	______ 54
51.	( )	( )	( )	( )	( )	( )	______ 55
52.	( )	( )	( )	( )	( )	( )	______ 56
53.	( )	( )	( )	( )	( )	( )	______ 57
54.	( )	( )	( )	( )	( )	( )	______ 58
55.	( )	( )	( )	( )	( )	( )	______ 59
56.	( )	( )	( )	( )	( )	( )	______ 60
57.	( )	( )	( )	( )	( )	( )	______ 61
58.	( )	( )	( )	( )	( )	( )	______ 62
59.	( )	( )	( )	( )	( )	( )	______ 63
60.	( )	( )	( )	( )	( )	( )	______ 64
61.	(1)	(2)	(3)	(4)	(5)	(6)	______ 65
62.	(6)	(5)	(4)	(3)	(2)	(1)	______ 66
63.	( )	( )	( )	( )	( )	( )	______ 67
64.	( )	( )	( )	( )	( )	( )	______ 68
65.	( )	( )	( )	( )	( )	( )	______ 69
66.	( )	( )	( )	( )	( )	( )	______ 70
67.	( )	( )	( )	( )	( )	( )	______ 71
68.	(1)	(2)	(3)	(4)	(5)	(6)	______ 72
69.	(6)	(5)	(4)	(3)	(2)	(1)	______ 73
70.	( )	( )	( )	( )	( )	( )	______ 74
71.	(1)	(2)	(3)	(4)	(5)	(6)	______ 75
72.	(6)	(5)	(4)	(3)	(2)	(1)	______ 76
73.	( )	( )	( )	( )	( )	( )	______ 77
74.	( )	( )	( )	( )	( )	( )	______ 78
75.	( )	( )	( )	( )	( )	( )	______ 79
76.	( )	( )	( )	( )	( )	( )	______ 80
77.	( )	( )	( )	( )	( )	( )	______ 81
78.	( )	( )	( )	( )	( )	( )	______ 82
79.	( )	( )	( )	( )	( )	( )	______ 83
80.	(1)	(2)	(3)	(4)	(5)	(6)	______ 84
81.	(6)	(5)	(4)	(3)	(2)	(1)	______ 85
82.	( )	( )	( )	( )	( )	( )	______ 86
83.	( )	( )	( )	( )	( )	( )	______ 87
84.	( )	( )	( )	( )	( )	( )	______ 88
85.	( )	( )	( )	( )	( )	( )	______ 89

THE SEMANTIC STUDY

ADAPTED FROM THE DISSERTATION
OF FRED V. MINER BY
JOHN P. ENGLER

PROJECT HDR 411-65
UNIVERSITY OF NEBRASKA
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

NAME____I.D. NUMBER ☐☐☐

Semantic Study

The purpose of this study is to measure the meanings of certain things to various people by having them judge them against a series of descriptive scales. In taking this test, please make your judgments on the basis of what these things mean to you. On each page of this booklet you will find a different concept to be judged and beneath it a set of scales. You are to rate the concept on each of these scales in order.

Here is how you are to use these scales:

If you feel that the concept at the top of the page is very closely related to one end of the scale, you should place your check-mark as follows:

good X : ______ : ______ : ______ : ______ : ______ : ______ bad

or

good ______ : ______ : ______ : ______ : ______ : ______ : X bad

If you feel that the concept is quite closely related to one or the other end of the scale (but not extremely), you should place your check-mark as follows:

strong ______ : X : ______ : ______ : ______ : ______ : ______ weak

or

strong ______ : ______ : ______ : ______ : ______ : X : ______ weak

If the concept is only slightly related to one side as opposed to the other side (but is not really neutral), then you should check as follows:

active ______ : ______ : X : ______ : ______ : ______ : ______ passive

or

active ______ : ______ : ______ : ______ : X : ______ : ______ passive

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the thing you're judging.

If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, or if the scale is completely irrelevant, unrelated to the concept, then you should place your check-mark in the middle space:

safe ______ : ______ : ______ : X : ______ : ______ : ______ dangerous

IMPORTANT: (1) Place your check-marks in the middle of spaces, not on the boundaries:

this — not this

______ : ______ : X ; ______X______ : ______ : ______

(2) Be sure you check every scale for every concept--do not omit any.

(3) Never put more than one check-mark on a single scale.

Sometimes you may feel as though you've had the same item before on the test. This will not be the case, so do not look back and forth through the items. Do not try to remember how you checked similar items earlier in the test. Make each item a separate and independent judgment. Work at fairly high speed through this test. Do not worry or puzzle over individual items. It is your first impressions, the immediate "feelings" about the items, that we want. On the other hand, please do not be careless, because we want your true impressions.

1

TECHNICIAN

good ______:______:______:______:______:______:______ bad

simple ______:______:______:______:______:______:______ complex

negative ______:______:______:______:______:______:______ positive

active ______:______:______:______:______:______:______ passive

unimportant ______:______:______:______:______:______:______ important

vigorous ______:______:______:______:______:______:______ feeble

unsuccessful ______:______:______:______:______:______:______ successful

severe ______:______:______:______:______:______:______ lenient

strong ______:______:______:______:______:______:______ weak

2

SENATOR

active ______:______:______:______:______:______:______ passive

bad ______:______:______:______:______:______:______ good

strong ______:______:______:______:______:______:______ weak

negative ______:______:______:______:______:______:______ positive

superior ______:______:______:______:______:______:______ inferior

vigorous ______:______:______:______:______:______:______ feeble

simple ______:______:______:______:______:______:______ complex

successful ______:______:______:______:______:______:______ unsuccessful

deep ______:______:______:______:______:______:______ shallow

3

LABOR UNION

vigorous ____ : ____ : ____ : ____ : ____ : ____ : ____ feeble

negative ____ : ____ : ____ : ____ : ____ : ____ : ____ positive

active ____ : ____ : ____ : ____ : ____ : ____ : ____ passive

good ____ : ____ : ____ : ____ : ____ : ____ : ____ bad

strong ____ : ____ : ____ : ____ : ____ : ____ : ____ weak

important ____ : ____ : ____ : ____ : ____ : ____ : ____ unimportant

successful ____ : ____ : ____ : ____ : ____ : ____ : ____ unsuccessful

simple ____ : ____ : ____ : ____ : ____ : ____ : ____ complex

brave ____ : ____ : ____ : ____ : ____ : ____ : ____ cowardly

4

UNIVERSITY

important ____ : ____ : ____ : ____ : ____ : ____ : ____ unimportant

passive ____ : ____ : ____ : ____ : ____ : ____ : ____ active

good ____ : ____ : ____ : ____ : ____ : ____ : ____ bad

superior ____ : ____ : ____ : ____ : ____ : ____ : ____ inferior

complex ____ : ____ : ____ : ____ : ____ : ____ : ____ simple

weak ____ : ____ : ____ : ____ : ____ : ____ : ____ strong

difficult ____ : ____ : ____ : ____ : ____ : ____ : ____ easy

vigorous ____ : ____ : ____ : ____ : ____ : ____ : ____ feeble

severe ____ : ____ : ____ : ____ : ____ : ____ : ____ lenient

5

JOURNEYMAN

weak ______ : ______ : ______ : ______ : ______ : ______ : ______ strong

successful ______ : ______ : ______ : ______ : ______ : ______ : ______ unsuccessful

bad ______ : ______ : ______ : ______ : ______ : ______ : ______ good

active ______ : ______ : ______ : ______ : ______ : ______ : ______ passive

vigorous ______ : ______ : ______ : ______ : ______ : ______ : ______ feeble

meaningful ______ : ______ : ______ : ______ : ______ : ______ : ______ meaningless

inferior ______ : ______ : ______ : ______ : ______ : ______ : ______ superior

complex ______ : ______ : ______ : ______ : ______ : ______ : ______ simple

brave ______ : ______ : ______ : ______ : ______ : ______ : ______ cowardly

6

HIGH SCHOOL

strong ______ : ______ : ______ : ______ : ______ : ______ : ______ weak

superior ______ : ______ : ______ : ______ : ______ : ______ : ______ inferior

bad ______ : ______ : ______ : ______ : ______ : ______ : ______ good

feeble ______ : ______ : ______ : ______ : ______ : ______ : ______ vigorous

passive ______ : ______ : ______ : ______ : ______ : ______ : ______ active

deep ______ : ______ : ______ : ______ : ______ : ______ : ______ shallow

complex ______ : ______ : ______ : ______ : ______ : ______ : ______ simple

successful ______ : ______ : ______ : ______ : ______ : ______ : ______ unsuccessful

unimportant ______ : ______ : ______ : ______ : ______ : ______ : ______ important

7

TRAINING

active ______:______:______:______:______:______:______ passive

deep ______:______:______:______:______:______:______ shallow

bad ______:______:______:______:______:______:______ good

important ______:______:______:______:______:______:______ unimportant

feeble ______:______:______:______:______:______:______ vigorous

simple ______:______:______:______:______:______:______ complex

difficult ______:______:______:______:______:______:______ easy

superior ______:______:______:______:______:______:______ inferior

weak ______:______:______:______:______:______:______ strong

8

COLLEGE DEGREE

superior ______:______:______:______:______:______:______ inferior

shallow ______:______:______:______:______:______:______ deep

active ______:______:______:______:______:______:______ passive

complex ______:______:______:______:______:______:______ simple

good ______:______:______:______:______:______:______ bad

weak ______:______:______:______:______:______:______ strong

important ______:______:______:______:______:______:______ unimportant

severe ______:______:______:______:______:______:______ lenient

successful ______:______:______:______:______:______:______ unsuccessful

9

TRADE SCHOOL

simple ______ : ______ : ______ : ______ : ______ : ______ : ______ complex

important ______ : ______ : ______ : ______ : ______ : ______ : ______ unimportant

passive ______ : ______ : ______ : ______ : ______ : ______ : ______ active

good ______ : ______ : ______ : ______ : ______ : ______ : ______ bad

easy ______ : ______ : ______ : ______ : ______ : ______ : ______ difficult

strong ______ : ______ : ______ : ______ : ______ : ______ : ______ weak

inferior ______ : ______ : ______ : ______ : ______ : ______ : ______ superior

feeble ______ : ______ : ______ : ______ : ______ : ______ : ______ vigorous

severe ______ : ______ : ______ : ______ : ______ : ______ : ______ lenient

10

PROFESSOR

good ______ : ______ : ______ : ______ : ______ : ______ : ______ bad

passive ______ : ______ : ______ : ______ : ______ : ______ : ______ active

strong ______ : ______ : ______ : ______ : ______ : ______ : ______ weak

superior ______ : ______ : ______ : ______ : ______ : ______ : ______ inferior

vigorous ______ : ______ : ______ : ______ : ______ : ______ : ______ feeble

unimportant ______ : ______ : ______ : ______ : ______ : ______ : ______ important

deep ______ : ______ : ______ : ______ : ______ : ______ : ______ shallow

unsuccessful ______ : ______ : ______ : ______ : ______ : ______ : ______ successful

complex ______ : ______ : ______ : ______ : ______ : ______ : ______ simple

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FOREMAN

vigorous ______:______:______:______:______:______:______ feeble

inferior ______:______:______:______:______:______:______ superior

active ______:______:______:______:______:______:______ passive

weak ______:______:______:______:______:______:______ strong

important ______:______:______:______:______:______:______ unimportant

good ______:______:______:______:______:______:______ bad

successful ______:______:______:______:______:______:______ unsuccessful

severe ______:______:______:______:______:______:______ lenient

complex ______:______:______:______:______:______:______ simple

12

HUMANITIES

bad ______:______:______:______:______:______:______ good

strong ______:______:______:______:______:______:______ weak

inferior ______:______:______:______:______:______:______ superior

passive ______:______:______:______:______:______:______ active

important ______:______:______:______:______:______:______ unimportant

feeble ______:______:______:______:______:______:______ vigorous

deep ______:______:______:______:______:______:______ shallow

simple ______:______:______:______:______:______:______ complex

difficult ______:______:______:______:______:______:______ easy

13

TECHNICAL SCHOOL

simple ______ : ______ : ______ : ______ : ______ : ______ : ______ complex

active ______ : ______ : ______ : ______ : ______ : ______ : ______ passive

good ______ : ______ : ______ : ______ : ______ : ______ : ______ bad

important ______ : ______ : ______ : ______ : ______ : ______ : ______ unimportant

weak ______ : ______ : ______ : ______ : ______ : ______ : ______ strong

superior ______ : ______ : ______ : ______ : ______ : ______ : ______ inferior

successful ______ : ______ : ______ : ______ : ______ : ______ : ______ unsuccessful

severe ______ : ______ : ______ : ______ : ______ : ______ : ______ lenient

feeble ______ : ______ : ______ : ______ : ______ : ______ : ______ vigorous

14

DOCTOR OF PHILOSOPHY

simple ______ : ______ : ______ : ______ : ______ : ______ : ______ complex

superior ______ : ______ : ______ : ______ : ______ : ______ : ______ inferior

strong ______ : ______ : ______ : ______ : ______ : ______ : ______ weak

passive ______ : ______ : ______ : ______ : ______ : ______ : ______ active

good ______ : ______ : ______ : ______ : ______ : ______ : ______ bad

feeble ______ : ______ : ______ : ______ : ______ : ______ : ______ vigorous

important ______ : ______ : ______ : ______ : ______ : ______ : ______ unimportant

severe ______ : ______ : ______ : ______ : ______ : ______ : ______ lenient

succussful ______ : ______ : ______ : ______ : ______ : ______ : ______ unsuccessful

15

COMMUNITY COLLEGE

bad ______ : ______ : ______ : ______ : ______ : ______ : ______ good

active ______ : ______ : ______ : ______ : ______ : ______ : ______ passive

weak ______ : ______ : ______ : ______ : ______ : ______ : ______ strong

important ______ : ______ : ______ : ______ : ______ : ______ : ______ unimportant

simple ______ : ______ : ______ : ______ : ______ : ______ : ______ complex

feeble ______ : ______ : ______ : ______ : ______ : ______ : ______ vigorous

inferior ______ : ______ : ______ : ______ : ______ : ______ : ______ superior

successful ______ : ______ : ______ : ______ : ______ : ______ : ______ unsuccessful

lenient ______ : ______ : ______ : ______ : ______ : ______ : ______ severe

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MECHANIC

unimportant ______ : ______ : ______ : ______ : ______ : ______ : ______ important

good ______ : ______ : ______ : ______ : ______ : ______ : ______ bad

simple ______ : ______ : ______ : ______ : ______ : ______ : ______ complex

active ______ : ______ : ______ : ______ : ______ : ______ : ______ passive

weak ______ : ______ : ______ : ______ : ______ : ______ : ______ strong

inferior ______ : ______ : ______ : ______ : ______ : ______ : ______ superior

vigorous ______ : ______ : ______ : ______ : ______ : ______ : ______ feeble

successful ______ : ______ : ______ : ______ : ______ : ______ : ______ unsuccessful

severe ______ : ______ : ______ : ______ : ______ : ______ : ______ lenient

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COLLEGE

weak ______ : ______ : ______ : ______ : ______ : ______ : ______ strong

successful ______ : ______ : ______ : ______ : ______ : ______ : ______ unsuccessful

bad ______ : ______ : ______ : ______ : ______ : ______ : ______ good

active ______ : ______ : ______ : ______ : ______ : ______ : ______ passive

complex ______ : ______ : ______ : ______ : ______ : ______ : ______ simple

feeble ______ : ______ : ______ : ______ : ______ : ______ : ______ vigorous

important ______ : ______ : ______ : ______ : ______ : ______ : ______ unimportant

severe ______ : ______ : ______ : ______ : ______ : ______ : ______ lenient

inferior ______ : ______ : ______ : ______ : ______ : ______ : ______ superior

18

TEACHER

strong ______ : ______ : ______ : ______ : ______ : ______ : ______ weak

bad ______ : ______ : ______ : ______ : ______ : ______ : ______ good

severe ______ : ______ : ______ : ______ : ______ : ______ : ______ lenient

active ______ : ______ : ______ : ______ : ______ : ______ : ______ passive

important ______ : ______ : ______ : ______ : ______ : ______ : ______ unimportant

simple ______ : ______ : ______ : ______ : ______ : ______ : ______ complex

feeble ______ : ______ : ______ : ______ : ______ : ______ : ______ vigorous

superior ______ : ______ : ______ : ______ : ______ : ______ : ______ inferior

unsuccessful ______ : ______ : ______ : ______ : ______ : ______ : ______ successful

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VOCATIONAL SCHOOL

unimportant _____ : _____ : _____ : _____ : _____ : _____ : _____ **important**

passive _____ : _____ : _____ : _____ : _____ : _____ : _____ **active**

complex _____ : _____ : _____ : _____ : _____ : _____ : _____ **simple**

strong _____ : _____ : _____ : _____ : _____ : _____ : _____ **weak**

bad _____ : _____ : _____ : _____ : _____ : _____ : _____ **good**

successful _____ : _____ : _____ : _____ : _____ : _____ : _____ **unsuccessful**

feeble _____ : _____ : _____ : _____ : _____ : _____ : _____ **vigorous**

inferior _____ : _____ : _____ : _____ : _____ : _____ : _____ **superior**

severe _____ : _____ : _____ : _____ : _____ : _____ : _____ **lenient**

20

BACHELOR OF ARTS

strong _____ : _____ : _____ : _____ : _____ : _____ : _____ **weak**

lenient _____ : _____ : _____ : _____ : _____ : _____ : _____ **severe**

bad _____ : _____ : _____ : _____ : _____ : _____ : _____ **good**

active _____ : _____ : _____ : _____ : _____ : _____ : _____ **passive**

unsuccessful _____ : _____ : _____ : _____ : _____ : _____ : _____ **successful**

important _____ : _____ : _____ : _____ : _____ : _____ : _____ **unimportant**

inferior _____ : _____ : _____ : _____ : _____ : _____ : _____ **superior**

vigorous _____ : _____ : _____ : _____ : _____ : _____ : _____ **feeble**

simple _____ : _____ : _____ : _____ : _____ : _____ : _____ **complex**

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JANITOR

passive ______:______:______:______:______:______:______ active

superior ______:______:______:______:______:______:______ inferior

weak ______:______:______:______:______:______:______ strong

bad ______:______:______:______:______:______:______ good

important ______:______:______:______:______:______:______ unimportant

feeble ______:______:______:______:______:______:______ vigorous

severe ______:______:______:______:______:______:______ lenient

complex ______:______:______:______:______:______:______ simple

successful ______:______:______:______:______:______:______ unsuccessful

22

TECHNICAL INSTITUTE

good ______:______:______:______:______:______:______ bad

feeble ______:______:______:______:______:______:______ vigorous

important ______:______:______:______:______:______:______ unimportant

passive ______:______:______:______:______:______:______ active

strong ______:______:______:______:______:______:______ weak

inferior ______:______:______:______:______:______:______ superior

complex ______:______:______:______:______:______:______ simple

lenient ______:______:______:______:______:______:______ severe

successful ______:______:______:______:______:______:______ unsuccessful

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PROFESSION

weak ______:______:______:______:______:______:______ strong

important ______:______:______:______:______:______:______ unimportant

bad ______:______:______:______:______:______:______ good

simple ______:______:______:______:______:______:______ complex

vigorous ______:______:______:______:______:______:______ feeble

successful ______:______:______:______:______:______:______ unsuccessful

superior ______:______:______:______:______:______:______ inferior

severe ______:______:______:______:______:______:______ lenient

passive ______:______:______:______:______:______:______ active

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EDUCATION CENTER

inferior ______:______:______:______:______:______:______ superior

active ______:______:______:______:______:______:______ passive

good ______:______:______:______:______:______:______ bad

weak ______:______:______:______:______:______:______ strong

successful ______:______:______:______:______:______:______ unsuccessful

unimportant ______:______:______:______:______:______:______ important

feeble ______:______:______:______:______:______:______ vigorous

lenient ______:______:______:______:______:______:______ severe

complex ______:______:______:______:______:______:______ simple

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APPRENTICE

inferior _____:_____:_____:_____:_____:_____:_____ superior

active _____:_____:_____:_____:_____:_____:_____ passive

bad _____:_____:_____:_____:_____:_____:_____ good

strong _____:_____:_____:_____:_____:_____:_____ weak

simple _____:_____:_____:_____:_____:_____:_____ complex

important _____:_____:_____:_____:_____:_____:_____ unimportant

feeble _____:_____:_____:_____:_____:_____:_____ vigorous

lenient _____:_____:_____:_____:_____:_____:_____ severe

unsuccessful _____:_____:_____:_____:_____:_____:_____ successful

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ASSOCIATE OF ARTS DEGREE

weak _____:_____:_____:_____:_____:_____:_____ strong

important _____:_____:_____:_____:_____:_____:_____ unimportant

simple _____:_____:_____:_____:_____:_____:_____ complex

bad _____:_____:_____:_____:_____:_____:_____ good

passive _____:_____:_____:_____:_____:_____:_____ active

inferior _____:_____:_____:_____:_____:_____:_____ superior

feeble _____:_____:_____:_____:_____:_____:_____ vigorous

meaningful _____:_____:_____:_____:_____:_____:_____ meaningless

lenient _____:_____:_____:_____:_____:_____:_____ severe

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CUSTODIAN

bad ______:______:______:______:______:______:______ good

strong ______:______:______:______:______:______:______ weak

unimportant ______:______:______:______:______:______:______ important

feeble ______:______:______:______:______:______:______ vigorous

passive ______:______:______:______:______:______:______ active

inferior ______:______:______:______:______:______:______ superior

lenient ______:______:______:______:______:______:______ severe

complex ______:______:______:______:______:______:______ simple

unsuccessful ______:______:______:______:______:______:______ successful

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CERTIFICATE

inferior ______:______:______:______:______:______:______ superior

simple ______:______:______:______:______:______:______ complex

important ______:______:______:______:______:______:______ unimportant

active ______:______:______:______:______:______:______ passive

weak ______:______:______:______:______:______:______ strong

bad ______:______:______:______:______:______:______ good

vigorous ______:______:______:______:______:______:______ feeble

meaningless ______:______:______:______:______:______:______ meaningful

severe ______:______:______:______:______:______:______ lenient

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JUNIOR COLLEGE

active ______:______:______:______:______:______:______ passive

bad ______:______:______:______:______:______:______ good

important ______:______:______:______:______:______:______ unimportant

simple ______:______:______:______:______:______:______ complex

strong ______:______:______:______:______:______:______ weak

successful ______:______:______:______:______:______:______ unsuccessful

inferior ______:______:______:______:______:______:______ superior

severe ______:______:______:______:______:______:______ lenient

feeble ______:______:______:______:______:______:______ vigorous

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LIBERAL ARTS

bad ______:______:______:______:______:______:______ good

strong ______:______:______:______:______:______:______ weak

passive ______:______:______:______:______:______:______ active

successful ______:______:______:______:______:______:______ unsuccessful

feeble ______:______:______:______:______:______:______ vigorous

superior ______:______:______:______:______:______:______ inferior

complex ______:______:______:______:______:______:______ simple

unimportant ______:______:______:______:______:______:______ important

lenient ______:______:______:______:______:______:______ severe

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SKILL

active ______:______:______:______:______:______:______ passive

negative ______:______:______:______:______:______:______ positive

strong ______:______:______:______:______:______:______ weak

unimportant ______:______:______:______:______:______:______ important

complex ______:______:______:______:______:______:______ simple

good ______:______:______:______:______:______:______ bad

deep ______:______:______:______:______:______:______ shallow

successful ______:______:______:______:______:______:______ unsuccessful

feeble ______:______:______:______:______:______:______ vigorous

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COLLEGE PRESIDENT

weak ______:______:______:______:______:______:______ strong

good ______:______:______:______:______:______:______ bad

lenient ______:______:______:______:______:______:______ severe

passive ______:______:______:______:______:______:______ active

important ______:______:______:______:______:______:______ unimportant

complex ______:______:______:______:______:______:______ simple

feeble ______:______:______:______:______:______:______ vigorous

superior ______:______:______:______:______:______:______ inferior

unsuccessful ______:______:______:______:______:______:______ successful

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VOCATIONAL DIRECTOR

unimportant ______ : ______ : ______ : ______ : ______ : ______ : ______ important

good ______ : ______ : ______ : ______ : ______ : ______ : ______ bad

simple ______ : ______ : ______ : ______ : ______ : ______ : ______ complex

active ______ : ______ : ______ : ______ : ______ : ______ : ______ passive

strong ______ : ______ : ______ : ______ : ______ : ______ : ______ weak

inferior ______ : ______ : ______ : ______ : ______ : ______ : ______ superior

vigorous ______ : ______ : ______ : ______ : ______ : ______ : ______ feeble

successful ______ : ______ : ______ : ______ : ______ : ______ : ______ unsuccessful

severe ______ : ______ : ______ : ______ : ______ : ______ : ______ lenient

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SCHOOL SUPERINTENDENT

strong ______ : ______ : ______ : ______ : ______ : ______ : ______ weak

bad ______ : ______ : ______ : ______ : ______ : ______ : ______ good

severe ______ : ______ : ______ : ______ : ______ : ______ : ______ lenient

passive ______ : ______ : ______ : ______ : ______ : ______ : ______ active

important ______ : ______ : ______ : ______ : ______ : ______ : ______ unimportant

simple ______ : ______ : ______ : ______ : ______ : ______ : ______ complex

superior ______ : ______ : ______ : ______ : ______ : ______ : ______ inferior

feeble ______ : ______ : ______ : ______ : ______ : ______ : ______ vigorous

successful ______ : ______ : ______ : ______ : ______ : ______ : ______ unsuccessful

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SOCIALISM

bad ______:______:______:______:______:______:______ good

strong ______:______:______:______:______:______:______ weak

passive ______:______:______:______:______:______:______ active

successful ______:______:______:______:______:______:______ unsuccessful

feeble ______:______:______:______:______:______:______ vigorous

superior ______:______:______:______:______:______:______ inferior

complex ______:______:______:______:______:______:______ simple

unimportant ______:______:______:______:______:______:______ important

lenient ______:______:______:______:______:______:______ severe

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INSTRUCTOR

strong ______:______:______:______:______:______:______ weak

bad ______:______:______:______:______:______:______ good

severe ______:______:______:______:______:______:______ lenient

active ______:______:______:______:______:______:______ passive

important ______:______:______:______:______:______:______ unimportant

simple ______:______:______:______:______:______:______ complex

feeble ______:______:______:______:______:______:______ vigorous

superior ______:______:______:______:______:______:______ inferior

unsuccessful ______:______:______:______:______:______:______ successful

THE ATVE SCALE

JOHN P. ENGLER

PROJECT HRD 411-65

UNIVERSITY OF NEBRASKA

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

ATVE SCALE

Below are several statements. On the separate answer sheet you will find spaces to be marked for each statement. Fill in the appropriate column, depending on whether you strongly agree, agree, don't know, disagree, or strongly disagree with the statement. BE SURE YOU MAKE ONE MARK FOR EVERY QUESTION, BUT NO MORE THAN ONE MARK.

1. **The records of the State Employment Service can offer valuable statistical information to help administrators plan vocational education programs.**
2. **Vocational training is more than a minor part of the total education program.**
3. **The high cost of vocational training programs should not limit the number of and type of program which can be offered.**
4. **Teachers in vocational programs have been as well trained as teachers in traditional programs.**
5. **Even though most people change jobs several times during a lifetime, training students for an occupation in school is a good investment.**
6. **The main reason high school graduates cannot find jobs is because of their lack of initiative in looking for a job.**
7. **School administrators should be concerned with the occupational needs of their area.**
8. **Students in vocational education programs need to be responsible for the same curriculum as those in academic programs.**
9. **The amount of time spent in setting up work situations in the community which are correlated with school vocational programs is time well invested.**
10. **Students should be placed in vocational programs as a result of their past academic performance rather than their own selection.**
11. **The school administrator should be aware of the occupational needs of the community.**
12. **Even though some students do not have the ability, they can still gain something from the traditional academic program of tsudy.**
13. **Educational programs should be developed for the majority needs.**
14. **Once a person has been trained in a specific occupation there is no need for further training.**
15. **The evaluation of existing vocational education programs needs to be undertaken every year.**
16. **Vocational instruction should be available for those who need, want, and can profit from it.**
17. **Any student who really wants to work can find a job after he graduates.**
18. **The most important consideration for adopting new vocational courses is whether they qualify for federal funds.**
19. **Since automation is changing the world of work so rapidly, it is senseless to train people for occupations.**
20. **Vocational training programs are principally for the slow learner and the student who has not succeeded.**
21. **Most schools are not doing an adequate job of preparing students for the field of work after school.**
22. **Since students have a lifetime to become trained for work, they should spend their school time learning academic subjects.**
23. **The school administrator should not be the sole judge of the value of a vocational program.**

24. It is still most important to offer a comprehensive program of vocational agriculture in order to keep production in line with consumption.

25. Vocational education equips the student with geographical mobility.

26. Only school facilities should be used for vocational training.

27. If federal funds were not available for certain vocational programs, administrators would not be so interested in them.

28. Traditional methods of instruction, organization, and procedures are very applicable to vocational instruction.

29. Since more and more students are going to college, college preparatory programs should be stressed more heavily in scohol.

30. Insrtuctional programs in vocational education should be characterized by flexibility.

31. Females, as well as males, should be trained in vocational programs.

32. Area vocational-technical schools assume the local school's responsibility of instruction for the student who does not want to pursue a college education.

33. The conditions of training in vocational instruction need not be similar to the conditions in the occupation concerned.

34. Allowing students to spend time away from school during the day for work experience results in more problems than benefits.

35. More and more technical information is needed to qualify for entry into useful occupations.

36. Schools should be concerned with training the adult as well as those who have not yet entered the field of work.

37. Programs of vocational education should be operated efficiently at the expense of not being able to broaden the curriculum.

38. Vocational classes are provided primarily for low-achievers and delinquent students.

39. Vocational education instructors alone should be allowed to plan programs to suit individual needs of students.

40. Fewer students would drop out of school if appropriate vocational programs were available.

41. Competition in the labor market puts a greater burden for training on the school.

42. Most schools do not provide adequate funds for purchase and maintenance of equipment for vocational training programs.

43. Gudiance and counseling is more important for the college-bound student than the student in a vocational training program.

44. The standards expected of vocational education should be as high as the accepted standards in the occupation concerned.

45. Students in vocational programs should have the same basic course requirements as college prep students along with their vocational courses.

46. Instructional units in vocational education need continuous updating.

47. Since automation is changing the world of work so rapidly, students should be given only a general education.

48. Real jobs provide the best laboratory for vocational education.

49. Vocational instruction should be established on the basis of occupational needs.

50. Most instruction in vocational classes is easily worked with in large groups.

51. Information from follow-up studies of all high school graduates may have impact on training of students for the field of work.

52. It is the primary job of the school to educate, the responsibility of industry to train.

53. Laymen as well as educators should coordinate their efforts for vocational education planning.

54. The dropout rate when compared with unemployment of the general population implies a need for vocational training in schools.

55. High school students have not seen enough of the world of work to make tentative career choices during high school.

56. The consideration of the number of students to be enrolled should guide the initiation of a specific vocational course.

57. Confusion and friction arise from sharing of facilities for vocational programs.

58. The traditional curriculum is still adequate for all students.

59. Choosing appropriate vocational goals is an outgrowth of the vocational program.

60. A work-study program for needy students leads to dissatisfaction of other students.

61. The training of youth for specific occupations is more the responsibility of trade schools than of secondary schools.

62. Because of the expense involved, a comprehensive program which would include a variety of courses for all students is impractical.

63. The State Department of Education should not be expected to provide all the leadership in vocational programs.

64. Adult education programs should be looked upon as part of the responsibility of the local school system.

65. Descriptive occupational brochures in the school are an appropriate tool for use in career choices.

66. The school should require all girls to complete at least one course in home economics.

67. Area surveys generally add little to the knowledge of the school administrator in terms of occupational training needs.

NAME ______________________ I.D. NUMBER ____ (1) ____ (2) ____ (3) ____ (4)

ATVE SCALE—ANSWER SHEET

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	
1.	(3)	(2)	(1)	(0)	(0)	____ 5
2.	(3)	(2)	(1)	(0)	(0)	____ 6
3.	(4)	(3)	(2)	(1)	(0)	____ 7
4.	(3)	(2)	(2)	(1)	(0)	____ 8
5.	(3)	(2)	(1)	(0)	(0)	____ 9
6.	(0)	(1)	(1)	(2)	(3)	____ 10
7.	(3)	(2)	(1)	(0)	(0)	____ 11
8.	(0)	(1)	(1)	(2)	(4)	____ 12
9.	(3)	(2)	(1)	(0)	(0)	____ 13
10.	(0)	(1)	(1)	(2)	(4)	____ 14
11.	(3)	(2)	(0)	(0)	(0)	____ 15
12.	(0)	(2)	(2)	(3)	(4)	____ 16
13.	(3)	(2)	(1)	(1)	(0)	____ 17
14.	(0)	(0)	(0)	(2)	(3)	____ 18
15.	(3)	(2)	(1)	(0)	(0)	____ 19
16.	(3)	(2)	(0)	(0)	(0)	____ 20
17.	(0)	(1)	(2)	(2)	(3)	____ 21
18.	(0)	(0)	(0)	(2)	(3)	____ 22
19.	(0)	(0)	(0)	(2)	(3)	____ 23
20.	(0)	(1)	(1)	(2)	(3)	____ 24
21.	(4)	(3)	(2)	(1)	(0)	____ 25
22.	(0)	(1)	(1)	(2)	(4)	____ 26
23.	(3)	(2)	(0)	(0)	(0)	____ 27
24.	(0)	(1)	(2)	(3)	(4)	____ 28
25.	(4)	(3)	(2)	(1)	(0)	____ 29
26.	(0)	(0)	(0)	(2)	(3)	____ 30
27.	(0)	(1)	(2)	(3)	(4)	____ 31
28.	(0)	(1)	(1)	(2)	(4)	____ 32
29.	(0)	(1)	(1)	(2)	(4)	____ 33
30.	(3)	(2)	(0)	(0)	(0)	____ 34
31.	(3)	(2)	(0)	(0)	(0)	____ 35
32.	(0)	(1)	(2)	(3)	(4)	____ 36
33.	(0)	(1)	(2)	(3)	(4)	____ 37
34.	(0)	(0)	(1)	(2)	(4)	____ 38
35.	(4)	(2)	(1)	(0)	(0)	____ 39

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	
36.	(4)	(2)	(1)	(1)	(0)	40
37.	(0)	(1)	(2)	(3)	(4)	41
38.	(0)	(1)	(1)	(2)	(3)	42
39.	(0)	(1)	(1)	(2)	(4)	43
40.	(3)	(2)	(1)	(0)	(0)	44
41.	(4)	(2)	(1)	(0)	(0)	45
42.	(4)	(2)	(1)	(0)	(0)	46
43.	(0)	(0)	(0)	(2)	(3)	47
44.	(4)	(2)	(1)	(1)	(0)	48
45.	(3)	(2)	(2)	(1)	(0)	49
46.	(3)	(2)	(0)	(0)	(0)	50
47.	(0)	(0)	(0)	(2)	(4)	51
48.	(4)	(2)	(1)	(1)	(0)	52
49.	(0)	(1)	(2)	(3)	(4)	53
50.	(4)	(3)	(3)	(1)	(0)	54
51.	(4)	(2)	(0)	(0)	(0)	55
52.	(0)	(1)	(2)	(3)	(4)	56
53.	(3)	(2)	(0)	(0)	(0)	57
54.	(3)	(2)	(1)	(0)	(0)	58
55.	(0)	(1)	(1)	(2)	(3)	59
56.	(4)	(3)	(2)	(1)	(0)	60
57.	(0)	(1)	(2)	(3)	(4)	61
58.	(0)	(0)	(0)	(2)	(3)	62
59.	(4)	(3)	(2)	(1)	(0)	63
60.	(0)	(0)	(1)	(3)	(4)	64
61.	(0)	(1)	(2)	(3)	(4)	65
62.	(0)	(1)	(2)	(3)	(4)	66
63.	(0)	(1)	(2)	(3)	(4)	67
64.	(4)	(2)	(0)	(0)	(0)	68
65.	(4)	(2)	(1)	(1)	(0)	69
66.	(0)	(1)	(2)	(2)	(3)	70
67.	(0)	(1)	(1)	(2)	(3)	71

APPENDIX B

APPENDIX B-1

SAMPLE IDENTIFICATION KEY

Group I schools - 500 or more students

Group II schools 200 to 499 students

Group III schools - 199 or fewer students

S_1 - Group I superintendents - numbers 101-117

P_1 Group I principals - numbers 151-167

S_2 Group II superintendents - numbers 201-217

P_2 Group II principals - numbers 251-267

S_3 Group III superintendents - numbers 301-317

P_3 Group III principals - numbers 351-367

S_N - All superintendents (51)

P_N - All principals (51)

S_1P_1 - Superintendents and principals of group I (34)

S_2P_2 - Superintendents and principals of group II (34)

S_3P_3 - Superintendents and principals of group III (34)

S_NP_N - All superintendents and principals (102)

APPENDIX C

APPENDIX C-1

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND SEX

Admin. Group	Sex	
	Male	Female
S_1	17	0
P_1	17	0
S_2	17	0
P_2	17	0
S_3	17	0
P_3	15	2
S_N	51	0
P_N	49	2
S_NP_N	100	2

APPENDIX C-2

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND MARITAL STATUS

Admin. Group	Marital Status	
	Single	Married
S_1	0	17
P_1	0	17
S_2	1	16
P_2	0	17
S_3	1	16
P_3	2	15
S_N	2	49
P_N	2	49
S_NP_N	4	98

APPENDIX C-3

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND NUMBER OF CHILDREN UNDER TWENTY-ONE

Admin. Group	Number of Children				
	None	One	Two	Three	Four or more
S_1	6	3	2	5	1
P_1	3	0	6	4	4
S_2	3	3	3	5	3
P_2	1	3	6	3	4
S_3	5	0	2	6	4
P_3	3	1	7	3	3
S_N	14	6	7	16	8
P_N	7	4	19	10	11
S_NP_N	21	10	26	26	19

APPENDIX C-4

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND TYPE OF HIGH SCHOOL ATTENDED

Admin. Group	Type of High School Attended		
	Public	Parochial	Non-Denom. Private
S_1	17	0	0
P_1	17	0	0
S_2	17	0	0
P_2	17	0	0
S_3	17	0	0
P_3	17	0	0
S_N	51	0	0
P_N	51	0	0
S_NP_N	102	0	0

APPENDIX C-5

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND GRADUATING CLASS SIZE OF HIGH SCHOOL FROM WHICH ADMINISTRATOR GRADUATED

Admin. Group	Size of Graduating Class					
	Under 20	20-49	50-99	100-249	250-499	500 and over
S_1	6	4	1	4	0	2
P_1	3	7	1	5	1	0
S_2	7	5	1	2	0	2
P_2	6	4	3	3	1	0
S_3	7	5	4	0	1	0
P_3	6	7	2	1	1	0
S_N	20	14	6	6	1	4
P_N	15	18	6	9	3	0
S_NP_N	35	32	12	15	4	4

APPENDIX C-6

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND CLASSIFICATION ACCORDING TO TECHNICAL EDUCATION COURSES TAKEN IN HIGH SCHOOL

Admin. Group	Have Taken Tech. Ed. Courses	Have Not Taken Tech. Ed. Courses	Tech. Ed. Courses Not Offered
S_1	5	8	4
P_1	4	10	3
S_2	3	10	4
P_2	7	6	4
S_3	5	7	5
P_3	8	8	1
S_N	13	25	13
P_N	19	24	8
S_NP_N	32	49	21

APPENDIX C-7

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND CLASSIFICATION ACCORDING TO TEACHING EXPERIENCE IN OCCUPATIONAL EDUCATION

Admin. Group	Have Taught Occupational Ed.	Have Not Taught Occupational Ed.
S_1	3	14
P_1	3	14
S_2	2	15
P_2	5	12
S_3	4	13
P_3	4	13
S_N	9	42
P_N	12	39
S_NP_N	21	81

APPENDIX C-8

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND NUMBER OF YEARS IN SCHOOL SYSTEMS WHERE TECHNICAL EDUCATION WAS OFFERED

Admin. Group	Number of Years					
	None	Under 2	3-5	6-9	10-19	20 and More
S_1	1	1	0	1	8	6
P_1	2	2	2	4	3	4
S_2	2	3	1	3	5	3
P_2	0	4	5	4	3	1
S_3	5	0	5	3	3	1
P_3	3	5	4	2	3	0
S_N	8	4	6	7	16	10
P_N	5	11	11	10	9	5
S_NP_N	13	15	17	17	25	15

TABLE C-9

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND CLASSIFICATION IN REGARD TO THE SUBSTITUTION OF OCCUPATIONAL EDUCATION COURSES FOR SUBSIDIZED VOCATIONAL COURSES

Admin. Group	Substitutions Made	No Substitutions
S_1	3	14
P_1	4	13
S_2	2	15
P_2	2	15
S_3	1	16
P_3	0	17
S_N	6	45
P_N	6	45
S_NP_N	12	90

APPENDIX C-10

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND PRESENT BASE SALARY

Admin. Group	Less than $5,000	$5,000- 6,999	$7,000- 8,999	$9,000- 10,999	$11,000- 14,999	$15,000- 19,999	$20,000 and over
S_1	0	0	0	2	9	5	1
P_1	0	0	8	4	5	0	0
S_2	0	0	6	8	3	0	0
P_2	0	2	14	0	1	0	0
S_3	0	3	14	0	0	0	0
P_3	0	12	5	0	0	0	0
S_N	0	3	20	10	12	5	1
P_N	0	14	27	4	6	0	0
S_NP_N	0	17	47	14	18	5	1

APPENDIX C-11

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND NUMBER OF YEARS IN A STATE SCHOOL ADMINISTRATORS ASSOCIATION

Admin. Group	Number of Years				
	None	1-4	5-9	10-14	15 and more
S_1	0	0	2	7	8
P_1	1	4	7	0	5
S_2	0	5	3	4	5
P_2	2	8	4	2	1
S_3	4	7	3	1	2
P_3	10	3	2	0	2
S_N	4	12	8	12	15
P_N	13	15	13	2	8
S_NP_N	17	27	21	14	23

APPENDIX C-12

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND CLASSIFICATION IN REGARD TO ELECTED OFFICES HELD IN PROFESSIONAL ORGANIZATIONS

Admin. Group	Elected Office Held	No Elected Office Held
S_1	15	2
P_1	13	4
S_2	14	3
P_2	9	8
S_3	12	5
P_3	13	4
S_N	41	10
P_N	35	16
S_NP_N	76	26

APPENDIX C-13

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND NUMBER OF YEARS IN CIVIC-SERVICE ORGANIZATIONS IN THEIR PRESENT COMMUNITIES

Admin. Group	Number of Years						
	Do Not Belong	Less than 1 Year	1-2	3-5	6-9	10-19	20 and More
S_1	0	1	4	3	4	3	2
P_1	4	2	2	4	2	3	0
S_2	0	2	4	3	3	3	2
P_2	4	3	2	3	2	2	1
S_3	2	4	3	3	4	1	0
P_3	8	3	1	0	3	2	0
S_N	2	7	11	9	11	7	4
P_N	16	8	5	7	7	7	1
S_NP_N	18	15	16	16	18	14	5

APPENDIX C-14

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND CLASSIFIED IN REGARD TO ELECTED OFFICES HELD IN CIVIC-SERVICE ORGANIZATIONS WITHIN THEIR COMMUNITIES

Admin. Group	Elected Office Held	No Elected Office Held
S_1	13	4
P_1	8	9
S_2	12	5
P_2	9	8
S_3	10	7
P_3	6	11
S_N	35	16
P_N	23	28
S_NP_N	58	44

APPENDIX C-15

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND NUMBER OF YEARS IN RECREATIONAL ORGANIZATIONS IN THEIR PRESENT COMMUNITIES

Admin. Group	Number of Years						
	Do Not Belong	Less than 1 Year	1-2	3-5	6-9	10-19	20 and More
S_1	3	0	0	4	4	3	3
P_1	5	1	3	3	0	4	1
S_2	4	2	5	2	2	2	0
P_2	3	3	3	3	3	2	0
S_3	8	0	3	4	1	1	0
P_3	10	2	0	3	0	2	0
S_N	15	2	8	10	7	6	3
P_N	18	6	6	9	3	8	1
S_NP_N	33	8	14	19	10	14	4

APPENDIX C-16

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND CLASSIFIED IN REGARD TO ELECTED OFFICES HELD IN RECREATIONAL ORGANIZATIONS WITHIN THEIR PRESENT COMMUNITIES

Admin. Group	Elected Office Held	No Elected Office Held
S_1	5	12
P_1	5	12
S_2	3	14
P_2	4	13
S_3	6	11
P_3	3	14
S_N	14	37
P_N	12	39
S_NP_N	26	76

APPENDIX C-17

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND CLASSIFIED IN REGARD TO HAVING A RELIGIOUS PREFERENCE

Admin. Group	Preference Indicated	No Preference Indicated
S_1	17	0
P_1	17	0
S_2	17	0
P_2	17	0
S_3	17	0
P_3	17	0
S_N	51	0
P_N	51	0
S_NP_N	102	0

APPENDIX C-18

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND KIND OF RELIGIOUS PREFERENCE

Admin. Group	Protestant	Catholic	Jewish	Other
S_1	17	0	0	0
P_1	16	1	0	0
S_2	17	0	0	0
P_2	15	2	0	0
S_3	15	2	0	0
P_3	16	1	0	0
S_N	49	2	0	0
P_N	47	4	0	0
S_NP_N	96	6	0	0

APPENDIX C-19

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND RELIGIOUS WORSHIP SERVICE ATTENDANCE

Admin. Group	Seldom	About Once per Month	About Twice per Month	Nearly Every Week
S_1	0	1	3	13
P_1	0	0	4	13
S_2	2	0	1	14
P_2	2	0	2	13
S_3	0	0	2	15
P_3	0	1	4	12
S_N	2	1	6	42
P_N	2	1	10	38
S_NP_N	4	2	16	80

APPENDIX C-20

ADMINISTRATORS BY POSITION, SCHOOL SIZE AND NUMBER OF MEMBERSHIPS IN ORGANIZATIONS OTHER THAN PROFESSIONAL, CIVIC-SERVICE, RECREATIONAL, OR RELIGIOUS

Admin. Group	Number of Memberships				
	0	1	2	3	4 or More
S_1	13	2	1	0	1
P_1	15	1	0	1	0
S_2	14	3	0	0	0
P_2	14	1	2	0	0
S_3	17	0	0	0	0
P_3	14	2	0	0	1
S_N	44	5	1	0	1
P_N	43	4	2	1	1
S_NP_N	87	9	3	1	2

APPENDIX D

APPENDIX D-1

ROLE (INITIATION OF OCCUPATIONAL EDUCATION) SCORES OF SUPERINTENDENTS BY SCHOOL SIZE

S_1		S_2		S_3	
Sample Number	Score	Sample Number	Score	Sample Number	Score
101	44	201	37	301	44
102	40	202	34	302	37
103	38	203	38	303	37
104	34	204	45	304	31
105	31	205	30	305	43
106	42	206	42	306	32
107	34	207	42	307	40
108	29	208	39	308	31
109	36	209	44	309	33
110	39	210	34	310	36
111	43	211	41	311	33
112	38	212	34	312	40
113	36	213	47	313	39
114	37	214	39	314	31
115	38	215	34	315	40
116	48	216	41	316	51
117	33	217	35	317	42

15

APPENDIX D-2

ROLE (INITIATION OF OCCUPATIONAL EDUCATION) SCORES OF PRINCIPALS BY SCHOOL SIZE

P_1		P_2		P_3	
Sample Number	Score	Sample Number	Score	Sample Number	Score
151	44	251	40	351	41
152	37	252	34	352	48
153	33	253	43	353	43
154	44	254	42	354	38
155	40	255	42	355	40
156	40	256	35	356	43
157	41	257	35	357	41
158	42	258	44	358	39
159	38	259	44	359	34
160	39	260	35	360	36
161	34	261	42	361	27
162	35	262	38	362	43
163	42	263	34	363	41
164	39	264	43	364	38
165	39	265	49	365	36
166	39	266	41	366	36
167	32	267	37	367	38

APPENDIX D-3

ROLE (ORIENTATION TOWARD CHANGE) SCORES OF SUPERINTENDENTS BY SCHOOL SIZE

S_1		S_2		S_3	
Sample Number	Score	Sample Number	Score	Sample Number	Score
101	30	201	25	301	21
102	24	202	21	302	32
103	31	203	25	303	22
104	18	204	23	304	23
105	23	205	26	305	21
106	19	206	23	306	22
107	21	207	26	307	22
108	25	208	23	308	20
109	28	209	29	309	22
110	26	210	20	310	20
111	21	211	25	311	25
112	24	212	24	312	23
113	28	213	18	313	25
114	20	214	28	314	23
115	24	215	28	315	22
116	18	216	23	316	18
117	20	217	22	317	23

APPENDIX D-4

ROLE (ORIENTATION TOWARD CHANGE) SCORES OF PRINCIPALS BY SCHOOL SIZE

P_1		P_2		P_3	
Sample Number	Score	Sample Number	Score	Sample Number	Score
151	18	251	18	351	28
152	27	252	18	352	18
153	28	253	21	353	27
154	28	254	25	354	23
155	26	255	13	355	23
156	27	256	19	356	16
157	21	257	22	357	16
158	26	258	25	358	23
159	19	259	19	359	26
160	23	260	21	360	23
161	29	261	23	361	21
162	22	262	25	362	24
163	23	263	25	363	19
164	18	264	22	364	18
165	22	265	20	365	26
166	25	266	22	366	24
167	18	267	22	367	22

APPENDIX D-5

ROLE (OBLIGATIONS TO STUDENTS) SCORES OF SUPERINTENDENTS BY SCHOOL SIZE

S_1		S_2		S_3	
Sample Number	Score	Sample Number	Score	Sample Number	Score
101	41	201	25	301	39
102	38	202	39	302	33
103	40	203	41	303	30
104	35	204	43	304	29
105	23	205	31	305	37
106	38	206	38	306	33
107	32	207	39	307	35
108	34	208	43	308	37
109	33	209	35	309	33
110	27	210	24	310	39
111	36	211	39	311	38
112	33	212	33	312	38
113	38	213	40	313	35
114	21	214	34	314	36
115	37	215	35	315	37
116	46	216	39	316	39
117	34	217	38	317	35

APPENDIX D-6

ROLE (OBLIGATIONS TO STUDENTS) SCORES OF PRINCIPALS BY SCHOOL SIZE

P_1		P_2		P_3	
Sample Number	Score	Sample Number	Score	Sample Number	Score
151	42	251	36	351	39
152	28	252	33	352	45
153	34	253	36	353	41
154	37	254	36	354	34
155	40	255	37	355	36
156	29	256	32	356	41
157	33	257	36	357	38
158	42	258	38	358	41
159	35	259	36	359	32
160	40	260	34	360	33
161	31	261	34	361	34
162	38	262	39	362	38
163	38	263	33	363	35
164	44	264	36	364	34
165	34	265	37	365	37
166	33	266	33	366	30
167	29	267	34	367	38

APPENDIX D-7

ROLE (OBLIGATION TO COMMUNITY) SCORES OF SUPERINTENDENTS BY SCHOOL SIZE

S_1		S_2		S_3	
Sample Number	Score	Sample Number	Score	Sample Number	Score
101	34	201	31	301	37
102	36	202	38	302	29
103	33	203	39	303	19
104	32	204	29	304	16
105	23	205	23	305	30
106	34	206	31	306	21
107	30	207	38	307	32
108	29	208	38	308	29
109	34	209	36	309	30
110	26	210	23	310	34
111	38	211	37	311	27
112	30	212	26	312	32
113	32	213	38	313	33
114	22	214	33	314	40
115	35	215	36	315	38
116	44	216	36	316	31
117	32	217	30	317	29

APPENDIX D-8

ROLE (OBLIGATION TO COMMUNITY) SCORES OF PRINCIPALS BY SCHOOL SIZE

P_1		P_2		P_3	
Sample Number	Score	Sample Number	Score	Sample Number	Score
151	35	251	35	351	29
152	30	252	32	352	38
153	34	253	36	353	31
154	24	254	33	354	32
155	37	255	31	355	37
156	36	256	25	356	33
157	29	257	32	357	33
158	28	258	33	358	29
159	36	259	38	359	34
160	31	260	30	360	29
161	28	261	37	361	34
162	19	262	35	362	31
163	28	263	33	363	28
164	40	264	35	364	34
165	31	265	42	365	34
166	31	266	31	366	34
167	24	267	23	367	37

APPENDIX D-9

ROLE (OBLIGATION TO SCHOOL BOARD) SCORES OF SUPERINTENDENTS BY SCHOOL SIZE

S_1		S_2		S_3	
Sample Number	Group	Sample Number	Group	Sample Number	Group
101	44	201	34	301	39
102	38	202	43	302	32
103	33	203	43	303	43
104	38	204	40	304	32
105	37	205	36	305	35
106	42	206	42	306	31
107	41	207	34	307	41
108	43	208	41	308	38
109	36	209	37	309	43
110	38	210	43	310	41
111	38	211	40	311	44
112	37	212	36	312	41
113	39	213	48	313	31
114	41	214	38	314	39
115	37	215	39	315	45
116	47	216	33	316	48
117	38	217	42	317	46

APPENDIX D-10

ROLE (OBLIGATION TO SCHOOL BOARD) SCORES OF PRINCIPALS BY SCHOOL SIZE

P_1		P_2		P_3	
Sample Number	Score	Sample Number	Score	Sample Number	Score
151	41	251	37	351	34
152	30	252	36	352	45
153	39	253	46	353	43
154	37	254	39	354	39
155	41	255	36	355	36
156	36	256	36	356	43
157	40	257	42	357	43
158	40	258	37	358	42
159	44	259	40	359	33
160	43	260	35	360	37
161	35	261	39	361	34
162	42	262	37	362	37
163	31	263	37	363	41
164	43	264	43	364	44
165	32	265	45	365	38
166	42	266	43	366	36
167	36	267	40	367	38

APPENDIX D-11

ROLE (OBLIGATION TO STAFF) SCORES OF SUPERINTENDENTS BY SCHOOL SIZE

S_1		S_2		S_3	
Sample Number	Score	Sample Number	Score	Sample Number	Score
101	38	201	41	301	45
102	41	202	42	302	41
103	47	203	50	303	39
104	44	204	42	304	29
105	39	205	43	305	42
106	38	206	45	306	40
107	38	207	43	307	31
108	47	208	43	308	42
109	44	209	39	309	37
110	43	210	36	310	44
111	40	211	42	311	37
112	38	212	40	312	34
113	38	213	47	313	39
114	34	214	40	314	36
115	45	215	36	315	42
116	48	216	40	316	39
117	32	217	27	317	39

APPENDIX D-12

ROLE (OBLIGATION TO STAFF) SCORES OF PRINCIPALS BY SCHOOL SIZE

P_1		P_2		P_3	
Sample Number	Score	Sample Number	Score	Sample Number	Score
151	42	251	35	351	28
152	36	252	43	352	53
153	41	253	40	353	50
154	35	254	39	354	42
155	43	255	43	355	47
156	45	256	42	356	44
157	35	257	39	357	50
158	44	258	40	358	38
159	46	259	41	359	37
160	46	260	43	360	32
161	36	261	43	361	45
162	33	262	44	362	37
163	44	263	39	363	42
164	41	264	38	364	42
165	38	265	43	365	42
166	40	266	46	366	42
167	39	267	43	367	48

APPENDIX D-13

ROLE (RIGHTS OVER STAFF) SCORES OF SUPERINTENDENTS BY SCHOOL SIZE

S_1		S_2		S_3	
Sample Number	Score	Sample Number	Score	Sample Number	Score
101	31	201	23	301	31
102	25	202	32	302	29
103	23	203	26	303	23
104	20	204	31	304	24
105	26	205	24	305	27
106	27	206	33	306	19
107	28	207	29	307	33
108	31	208	34	308	25
109	30	209	34	309	33
110	30	210	30	310	29
111	27	211	31	311	37
112	29	212	31	312	31
113	25	213	30	313	21
114	33	214	24	314	35
115	26	215	24	315	30
116	32	216	31	316	37
117	28	217	34	317	31

APPENDIX D-14

ROLE (RIGHTS OVER STAFF) SCORES OF PRINCIPALS BY SCHOOL SIZE

P_1		P_2		P_3	
Sample Number	Score	Sample Number	Score	Sample Number	Score
151	32	251	22	351	34
152	23	252	30	352	34
153	34	253	27	353	24
154	21	254	36	354	30
155	28	255	29	355	27
156	22	256	31	356	30
157	28	257	27	357	31
158	31	258	32	358	28
159	32	259	33	359	25
160	32	260	34	360	35
161	20	261	29	361	20
162	27	262	33	362	19
163	24	263	32	363	26
164	40	264	34	364	30
165	33	265	34	365	19
166	27	266	35	366	31
167	29	267	29	367	33

APPENDIX D-15

ROLE (ANOMIE AND OTHERS) SCORES OF SUPERINTENDENTS BY SCHOOL SIZE

S_1		S_2		S_3	
Sample Number	Score	Sample Number	Score	Sample Number	Score
101	8	201	11	301	6
102	12	202	14	302	16
103	12	203	7	303	18
104	9	204	5	304	12
105	20	205	14	305	11
106	21	206	16	306	7
107	9	207	13	307	16
108	9	208	13	308	7
109	12	209	10	309	10
110	12	210	13	310	13
111	6	211	10	311	5
112	12	212	16	312	11
113	12	213	13	313	13
114	13	214	12	314	10
115	9	215	12	315	11
116	8	216	8	316	15
117	10	217	9	317	14

APPENDIX D-16

ROLE (ANOMIE AND OTHERS) SCORES OF PRINCIPALS BY SCHOOL SIZE

P_1		P_2		P_3	
Sample Number	Score	Sample Number	Score	Sample Number	Score
151	18	251	8	351	6
152	11	252	12	352	11
153	15	253	13	353	9
154	9	254	14	354	16
155	10	255	13	355	9
156	9	256	12	356	9
157	22	257	11	357	16
158	24	258	9	358	14
159	16	259	17	359	8
160	11	260	11	360	12
161	9	261	12	361	8
162	15	262	6	362	7
163	18	263	12	363	11
164	10	264	12	364	8
165	12	265	11	365	12
166	12	266	15	366	11
167	14	267	9	367	12

APPENDIX E

APPENDIX E-1

ATVE SCORES OF SUPERINTENDENTS BY SCHOOL SIZE

S_1		S_2		S_3	
Sample Number	Score	Sample Number	Score	Sample Number	Score
101	94	201	77	301	75
102	78	202	96	302	92
103	106	203	90	303	76
104	80	204	68	304	71
105	86	205	79	305	73
106	71	206	98	306	90
107	89	207	77	307	79
108	81	208	88	308	77
109	73	209	77	309	82
110	83	210	78	310	63
111	84	211	85	311	85
112	70	212	77	312	85
113	83	213	84	313	76
114	82	214	82	314	63
115	82	215	89	315	81
116	98	216	113	316	71
117	83	217	98	317	71

APPENDIX E-2

ATVE SCORES OF PRINCIPALS BY SCHOOL SIZE

P_1		P_2		P_3	
Sample Number	Score	Sample Number	Score	Sample Number	Score
151	72	251	83	351	48
152	71	252	96	352	100
153	71	253	70	353	87
154	97	254	91	354	74
155	81	255	68	355	74
156	87	256	86	356	90
157	77	257	82	357	76
158	94	258	79	358	100
159	73	259	68	359	78
160	81	260	74	360	70
161	84	261	76	361	73
162	78	262	83	362	89
163	86	263	74	363	64
164	80	264	79	364	85
165	69	265	79	365	100
166	74	266	61	366	69
167	57	267	73	367	78

APPENDIX F

APPENDIX F-1

RANKED SEMANTIC EVALUATIVE SCORES FOR SUPERINTENDENTS

S_1		S_2		S_3		S_N	
			Vocational Concepts				
6.4	Training	6.3	Trade School	6.3	Technician	6.2	Technician
6.2	Voc. Sch.	6.3	Technician	6.2	Training	6.2	Training
6.2	Skill	6.2	Foreman	6.2	Trade Sch.	6.2	Trade Sch.
6.1	Technician	6.1	Training	6.2	Skill	6.1	Foreman
6.1	Trade Sch.	6.1	Technical Sch.	6.0	Foreman	6.1	Voc. Sch.
6.1	Voc. Dir.	6.1	Voc. Sch.	6.0	Voc. Sch.	6.0	Skill
6.0	Foreman	6.1	Voc. Dir.	6.0	Voc. Dir.	6.0	Voc. Dir.
6.0	Tech. Inst.	6.0	Tech. Inst.	5.7	Tech. Sch.	5.9	Tech. Sch.
5.9	Mechanic	5.8	Skill	5.7	Tech. Inst.	5.9	Tech. Inst.
5.9	Tech. Sch.	5.7	Mechanic	5.6	Mechanic	5.8	Mechanic
5.4	Apprentice	5.5	Apprentice	5.5	Apprentice	5.5	Apprentice
5.4	Journeyman	5.4	Journeyman	5.2	Journeyman	5.3	Journeyman
5.1	Labor Union	5.1	Labor Union	4.9	Labor Union	5.0	Labor Union
			Academic Concepts				
6.6	University	6.7	University	6.5	University	6.6	University
6.4	Sch. Supt.	6.6	College Pres.	6.3	Col. Degree	6.4	Col. Pres.
6.4	Col. Pres.	6.5	Col. Degree	6.3	College	6.3	Col. Degree
6.3	College	6.5	Ph.D.	6.3	College Pres.	6.3	Ph.D.
6.2	Ph.D.	6.4	College	6.2	Profession	6.3	College
6.2	Bach. of Arts	6.4	Profession	6.2	Ph.D.	6.3	Sch. Supt.
6.2	Col. Degree	6.4	Sch. Supt.	6.1	Professor	6.2	Profession
6.0	Professor	6.2	Professor	6.1	Sch. Supt.	6.1	Professor
6.0	Comm. Coll.	6.2	Humanities	5.9	Bach. of Arts	6.1	Bach. of Arts
6.0	Profession	6.2	Bach. of Arts	5.8	Humanities	5.9	Humanities
5.6	Humanities	5.7	Comm. Coll.	5.7	Comm. Coll.	5.8	Comm. Coll.
5.1	Assoc. of Arts	5.3	Assoc. of Arts	5.3	Assoc. of Arts	5.2	Assoc. of Arts

APPENDIX F-1

RANKED SEMANTIC EVALUATIVE SCORES FOR SUPERINTENDENTS

S_1		S_2		S_3		S_N	
		Vocational Concepts					
6.4	Training	6.3	Trade School	6.3	Technician	6.2	Technician
6.2	Voc. Sch.	6.3	Technician	6.2	Training	6.2	Training
6.2	Skill	6.2	Foreman	6.2	Trade Sch.	6.2	Trade Sch.
6.1	Technician	6.1	Training	6.2	Skill	6.1	Foreman
6.1	Trade Sch.	6.1	Technical Sch.	6.0	Foreman	6.1	Voc. Sch.
6.1	Voc. Dir.	6.1	Voc. Sch.	6.0	Voc. Sch.	6.0	Skill
6.0	Foreman	6.1	Voc. Dir.	6.0	Voc. Dir.	6.0	Voc. Dir.
6.0	Tech. Inst.	6.0	Tech. Inst.	5.7	Tech. Sch.	5.9	Tech. Sch.
5.9	Mechanic	5.8	Skill	5.7	Tech. Inst.	5.9	Tech. Inst.
5.9	Tech. Sch.	5.7	Mechanic	5.6	Mechanic	5.8	Mechanic
5.4	Apprentice	5.5	Apprentice	5.5	Apprentice	5.5	Apprentice
5.4	Journeyman	5.4	Journeyman	5.2	Journeyman	5.3	Journeyman
5.1	Labor Union	5.1	Labor Union	4.9	Labor Union	5.0	Labor Union
		Academic Concepts					
6.6	University	6.7	University	6.5	University	6.6	University
6.4	Sch. Supt.	6.6	College Pres.	6.3	Col. Degree	6.4	Col. Pres.
6.4	Col. Pres.	6.5	Col. Degree	6.3	College	6.3	Col. Degree
6.3	College	6.5	Ph.D.	6.3	College Pres.	6.3	Ph.D.
6.2	Ph.D.	6.4	College	6.2	Profession	6.3	College
6.2	Bach. of Arts	6.4	Profession	6.2	Ph.D.	6.3	Sch. Supt.
6.2	Col. Degree	6.4	Sch. Supt.	6.1	Professor	6.2	Profession
6.0	Professor	6.2	Professor	6.1	Sch. Supt.	6.1	Professor
6.0	Comm. Coll.	6.2	Humanities	5.9	Bach. of Arts	6.1	Bach. of Arts
6.0	Profession	6.2	Bach. of Arts	5.8	Humanities	5.9	Humanities
5.6	Humanities	5.7	Comm. Coll.	5.7	Comm. Coll.	5.8	Comm. Coll.
5.1	Assoc. of Arts	5.3	Assoc. of Arts	5.3	Assoc. of Arts	5.2	Assoc. of Arts

APPENDIX F-2

RANKED SEMANTIC EVALUATIVE SCORES FOR PRINCIPALS

P_1		P_2		P_3		P_N	
			Vocational Concepts				
6.2	Training	6.3	Training	6.6	Skill	6.4	Skill
6.2	Skill	6.3	Skill	6.4	Training	6.3	Training
6.1	Trade Sch.	6.0	Technician	6.3	Trade Sch.	6.1	Trade Sch.
6.1	Foreman	6.0	Voc. Dir.	6.3	Voc. Sch.	6.1	Voc. Dir.
6.1	Tech. Sch.	5.9	Trade Sch.	6.3	Voc. Dir.	6.0	Technician
6.1	Voc. Dir.	5.8	Foreman	6.2	Foreman	6.0	Foreman
6.0	Voc. Sch.	5.8	Voc. Sch.	6.1	Technician	6.0	Voc. Sch.
6.0	Tech. Inst.	5.7	Tech. Sch.	6.1	Tech. Inst.	6.0	Tech. Inst.
5.8	Technician	5.7	Tech. Inst.	6.0	Tech. Sch.	5.9	Tech. Sch.
5.8	Mechanic	5.6	Mechanic	5.9	Mechanic	5.8	Mechanic
5.4	Apprentice	5.4	Apprentice	5.5	Apprentice	5.4	Apprentice
5.2	Labor Union	5.3	Journeyman	5.2	Journeyman	5.2	Journeyman
5.2	Journeyman	4.9	Labor Union	5.1	Labor Union	5.1	Labor Union
			Academic Concepts				
6.5	University	6.5	Col. Pres.	6.7	College	6.5	Col. Pres.
6.5	Sch. Supt.	6.3	University	6.7	Col. Pres.	6.4	University
6.4	Col. Degree	6.2	Col. Degree	6.6	University	6.4	Col. Degree
6.3	College	6.2	Professor	6.6	Col. Degree	6.4	College
6.3	Col. Pres.	6.2	College	6.6	Ph.D.	6.4	Sch. Supt.
6.2	Humanities	6.1	Ph.D.	6.5	Sch. Supt.	6.3	Ph.D.
6.2	Profession	6.1	Profession	6.4	Professor	6.2	Profession
6.1	Ph.D.	6.0	Sch. Supt.	6.3	Profession	6.1	Professor
6.1	Bach. of Arts	5.8	Humanities	6.2	Bach. of Arts	6.0	Humanities
5.9	Professor	5.8	Bach. of Arts	6.0	Humanities	6.0	Bach. of Arts
5.8	Comm. Coll.	5.5	Comm. Coll.	6.0	Comm. Coll.	5.8	Comm. Coll.
5.1	Assoc. Arts	5.2	Assoc. Arts	5.5	Assoc. Arts	5.3	Assoc. Arts

APPENDIX G

APPENDIX G-1

COGNITIVE SCORES OF SUPERINTENDENTS BY SCHOOL SIZE

S_1		S_2		S_3	
Sample Number	Score	Sample Number	Score	Sample Number	Score
101	33	201	30	301	20
102	32	202	33	302	31
103	33	203	30	303	30
104	35	204	27	304	24
105	27	205	32	305	25
106	32	206	34	306	23
107	34	207	33	307	30
108	29	208	24	308	28
109	30	209	27	309	19
110	36	210	33	310	23
111	26	211	30	311	28
112	32	212	33	312	31
113	37	213	34	313	33
114	31	214	29	314	27
115	28	215	22	315	25
116	23	216	29	316	27
117	27	217	27	317	26

APPENDIX G-2

COGNITIVE SCORES OF PRINCIPALS BY SCHOOL SIZE

P_1		P_2		P_3	
Sample Number	Score	Sample Number	Score	Sample Number	Score
151	33	251	27	351	22
152	35	252	24	352	29
153	34	253	28	353	25
154	32	254	28	354	30
155	24	255	24	355	21
156	30	256	31	356	28
157	36	257	29	357	20
158	33	258	27	358	25
159	26	259	35	359	28
160	37	260	32	360	31
161	29	261	30	361	30
162	29	262	23	362	18
163	28	263	24	363	26
164	28	264	35	364	26
165	29	265	32	365	22
166	34	266	33	366	30
167	27	267	29	367	28

APPENDIX H

APPENDIX H-1

STUDENT "t"

$$t = \frac{x_1 - x_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$s = \sqrt{\frac{n_1\sigma_1^2 + n_2\sigma_2^2}{n_1 + n_2 - 2}}$$

$d\,f = n_1 + n_2 - 2 = 51 + 51 - 2 = 100$

5% - 1.982
1% - 2.625

$d\,f = n_1 + n_2 - 2 = 34 + 34 - 2 = 66$

5% - 1.996
1% - 2.653

$d\,f = n_1 + n_2 - 2 = 17 + 17 - 2 = 32$

5% - 2.037
1% - 2.739

APPENDIX I

CRITICAL INCIDENTS
SUMMARY REPORT

Critical Incidents for the purpose of this discussion shall mean the expressed written occurrences as reported to the members of the project by Nebraska administrators during the school year 1965-1966.

These Critical Incidents were written and collected at seven sites throughout the state: Norfolk, Columbus, Grand Island, Scottsbluff, Ord, Beatrice, and Holdrege.

They were contributed at and in conjuction with the regularly held Administrator Round Tables sponsored by the Department of Educational Administration at the University of Nebraska.

The structuring of responses or Critical Incidents was limited to three subheadings: the setting, the behavior, and final action. The administrators were not structured as to the number of incidents each was requested to contribute, how thorough or how brief each was to be, what area of school involvement was to be present in their responses, nor was there a time requirement imposed.

The incidents collected, considerably over three hundred in all, were screened initially to retain only those that were determined to be of potential use and then were typed on key sort cards, classified and punched. Classification seemed logically to fall under ten main headings: staff, board, parent, student, curriculum, finance, standards, counseling, facilities, and community while the following related headings were utilized: faculty, administration, board, parent, career, discipline, insufficient curriculum, change in curriculum, finance, state standards, local standards, federal, and student.

It was hoped that these classified Critical Incidents would provide the raw material for the construction of simulated materials, particularly of the in-basket type. The results of the previously used instruments will be used to delimit the areas of concentration. These instruments--Quick Word Test, Cognitive, ATVE, Semantic Study and Role--have previously been reported in detail.

Table I-1 of this appendix refers to a physical count of classifications of these critical incidents. Since some of these incidents were primarily concerned with more than one main topic and more than one related topic, the total frequencies add up to considerably more than the actual card counts on which the incidents are separately listed.

Table I-2 of this appendix refers to the most frequent combination of classified critical incidents.

Several examples of the general form that is followed may be seen from these:

1. Curriculum/Change in Curriculum, which occurred in classification 109 times, refers to the main topic of curriculum in general and as a result the related topic was a reported change in curriculum.

2. Curriculum/Insufficient Curriculum, which was second in frequency of occurrence with 85 classification reports, indicates

a lack of curriculum in the school for all pupils, i.e., insufficient curriculum.

3. Student/Career, reported as occurring 79 times, means that there was an accommodation made for the student either as a work experience, part-time job with time off from school, counsel toward these or any other assistance.

4. Student/Discipline, reported as an incident 51 times, is concerned with student misbehavior.

5. Curriculum/Career, reported as an incident 44 times, is related to proper preparation for the type of work the student was capable of doing.

6. Student/Insufficient Curriculum, occurring 42 times, deals with the student "running out" of courses to take that were useful and able to be mastered.

7. Counseling/Career, mentioned 40 times, applies to either the counselor, teacher or administrator performing a reference service.

These examples, which include the seven most frequent types encountered, are but examples of Table I-2.

TABLE I-1

CRITICAL INCIDENTS

Frequency of Mention		Main Topic									
		Staff	Board	Parent	Student	Curriculum	Finance	Standards	Counseling	Facilities	Community
	Related	1	2	3	4	5	6	7	8	9	10
1	Faculty	(15)	9	8	12	15	(3)	7	5	(2)	2
2	Administration	34	23	13	18	20	7	4	8	7	6
3	Board	13	(13)	7	5	13	8	1	(0)	6	3
4	Parent	3	2	(2)	7	0	(0)	(0)	3	(0)	0
5	Career (work, job, counsel, assistance)	16	(4)	14	79	44	(1)	(2)	40	(3)	14
6	Discipline	7	2	7	51	19	(0)	(1)	4	0	1
7	Insufficient Curriculum	27	11	(3)	42	85	4	(6)	15	4	13
8	Change in Curriculum	30	15	8	28	109	11	(4)	16	11	13
9	Finance	(8)	10	0	(1)	17	(15)	1	(0)	11	4

TABLE I-1 (continued)

Frequency of Mention	Main Topic									
	Staff	Board	Parent	Student	Curriculum	Finance	Standards	Counseling	Facilities	Community
Related	1	2	3	4	5	6	7	8	9	10
10 State (standards, program, personnel)	(2)	3	(0)	(2)	11	1	(5)	(2)	2	2
11 Local (standards, policy)	9	5	2	(3)	8	2	(4)	(0)	0	5
12 Federal	(2)	1	(0)	(0)	4	4	(0)	(0)	1	0
13 Student	9	1	6	(28)	11	(0)	2	29	(0)	3

( ) occurs only because of multiple listing, duplication of heading, or is otherwise not applicable--not to be considered

TABLE I-2

CRITICAL INCIDENT CATEGORIES FREQUENCY OF OCCURRENCE

Main/Related	Frequency
Curriculum/Change in Curriculum	109
Curriculum/Insufficient Curriculum	85
Student/Career	79
Student/Discipline	51
Curriculum/Career	44
Student/Insufficient Curriculum	42
Counseling/Career	40
Staff/Administration	34
Staff/Change in Curriculum	30
Counseling/Student	29
Student/Change in Curriculum	28
Staff/Insufficient Curriculum	27
Board/Administration	23
Curriculum/Administration	20
Curriculum/Discipline	19
Student/Administration	18
Curriculum/Finance	17
Counseling/Change in Curriculum	16
Staff/Career	16
Board/Change in Curriculum	15

TABLE I-2 (continued)

Main/Related	Frequency
Counseling/Insufficient Curriculum	15
Curriculum/Faculty	15
Parent/Career	14
Community/Career	14
Staff/Board	13
Parent/Administration	13
Curriculum/Board	13
Community/Insufficient Curriculum	13
Community/Change in Curriculum	13
Student/Faculty	12
Board/Insufficient Curriculum	11
Finance/Change in Curriculum	11
Facilities/Finance	11
Facilities/Change in Curriculum	11
Curriculum/State (Standards, Personnel, Program)	11
Curriculum/Student	11
Board/Finance	10

APPENDIX J

FOLLOW-UP STUDY
(Questionnaire)

Summer Institute, 1967
Instructor: Dr. Francis Colgan

Number of Participants: 8

Per cent of questionnaires returned: 100

Participants on-the-job responsibilities:

Superintendent of Schools	3
Sr. High School Principal	2
Sr. High School Counselor	1
Chairman, Industrial Arts Department	1
Supervisor, Vocational Home Economics	1

RESULTS

No. 1

Have you introduced any activities such as planning, conceptualizing, implementing, improving program, evaluating, during the current year related to vocational or occupational education?

Frequency of response: Yes 8 No 0

No. 2

If you answer to the above question was "yes" please check the following where applicable.

	Frequency
Made an evaluation of program in total or in part	3
Program implemented or planned program to start in near future	6
Community awareness activities	2
Board of education awareness activities	6
Staff awareness activities	6
Pupil awareness activities	3
Other	0

No. 3

If vocational or occupational education activities already exist in your school curriculum, were any major or minor changes introduced to reinforce these activities?

Frequency of response: Yes 7 No 1*

No. 4

If your answer to the above question was "yes" please check the following where applicable.

	Frequency
Study or survey program to gather additional information	2
Implementation of an additional program to the curriculum	4
Additional program to be implemented to the curriculum in the near future	4
Community reinforcement activities	1
Board of education reinforcement activities	3
Staff reinforcement activities	4
Pupil reinforcement activities	4
Other	0

Additional Comments (By Participants)

Our tenth grade group guidance classes have been strongly reinforced in the area of vocational and occupational education.

We are introducing a new course for all incoming sophomores next year which should have a bearing on vocational student participation during their junior and senior year.

We implemented vocational Business Education (Machines). Also we have decided to change our Vocational Agricultural program to include some on-the-job-training.

The institute, along with previous concerns, has led us to investigate several ideas and possibilities along the line of vocational education.

---

*Vocational or occupational education activities did not exist.

APPENDIX K

DATA FROM PHASE III

ATVE Scale Summary

Group	Pre-test	Post-test	Mean	t	df	Level of Significance
5-day workshop	576	634	8.29	2.899	6	.05
T_2	1291	1351	3.75	1.339	15	.20
T_1	1262	1241	-1.31	- .733	15	.60
T_3	1273	1333	3.75	1.777	15	.10

Cognitive Test Summary

Group	Pre-test	Post-test	Mean	t	df	Level of Significance
5-day workshop	217	233	2.25	2.44	7	.05
T_2	394	465	4.81	6.90	15	.01
T_1	433	454	1.31	1.56	15	.40
T_3	402	470	4.25	2.97	15	.01

Role Instrument Summary

Sub-tests:		Pre-test	Post-test	Mean	t	df	Level of Significance
5-day workshop	Orientation to change	184	183	-.143	-.097	6	.80
	Obligation to school board	288	263	-3.57	-1.43	6	.40
	Initiation of occ. ed.	280	234	-6.57	-2.27	6	.10
	Obligation to students	222	220	.286	-1.21	6	.80
T_2	Orientation to change	375	380	.313	.32	15	.80
	Obligation to school board	553	593	2.50	1.80	15	.10

Role Instrument Summary (continued)

Sub-tests:		Pre-test	Post-test	Mean	t	df	Level of Significance
T_2 (con.)	Initiation of occ. ed.	622	597	-1.56	-1.47	15	.20
	Obligation to students	548	547	-.063	-.041	15	.80
T_3	Orientation to change	351	342	-.563	-.519	15	.80
	Obligation to school board	580	576	-.250	-.248	15	.80
	Initiation of occ. ed.	578	573	-.312	-.280	15	.80
	Obligation to students	545	544	-.063	-.059	15	.80
T_4	Orientation to change	341	360	1.188	.1485	15	.20
	Obligation to school board	596	602	.375	.333	15	.80
	Initiation of occ. ed.	587	603	1.0	1.04	15	.40
	Obligation to students	537	556	1.188	1.57	15	.20

Semantic Study Summary

5-day Workshop	Apprentice	53.50	40.25	-.406	-1.10	7	.40
	Labor Union	43.00	41.50	-.188	-.893	7	.60
	Skill	46.75	49.75	-.219	-1.03	7	.80
	Technician	46.75	47.25	-.063	-1.41	7	.80
	Training	49.99	50.67	.085	.605	7	.60
	College Pres.	52.50	54.25	.219	1.44	7	.20
	Community Col.	46.50	46.50	.00	.00	7	.00
	Profession	52.50	52.75	.031	.357	7	.80
	Professor	51.00	50.25	-.094	-.497	7	.80
	School Supt.	50.50	51.25	.094	.701	7	.60

Semantic Study Summary		Pre-test	Post-test	Mean	t	df	Level of Significance
T_2	Apprentice	85.25	84.00	-.078	-.217	15	.80
	Labor Union	72.50	69.25	-.203	-.587	15	.60
	Skill	104.25	103.75	-.031	-.229	15	.80
	Technician	95.75	98.75	.188	.927	15	.40
	Training	101.67	101.67	.00	.00	15	.00
	College Pres.	105.25	108.25	.188	1.41	15	.20
	Community Col.	93.00	98.00	.313	1.49	15	.20
	Profession	99.50	102.75	.203	1.09	15	.40
	Professor	98.50	101.25	.172	.991	15	.40
	School Supt.	98.50	106.25	.484	1.84	15	.10
T_1	Apprentice	81.25	83.25	-.125	-.922	15	.80
	Labor Union	82.50	86.25	.234	1.41	15	.20
	Skill	102.50	98.00	-.281	-2.45	15	.10
	Technician	96.00	96.00	-.063	-.225	15	.80
	Training	93.66	96.68	.189	.935	15	.40
	College Pres.	107.75	106.00	-.109	-.922	15	.40
	Community Col.	84.75	89.00	.266	1.41	15	.20
	Profession	103.25	98.50	-.297	-2.45	15	.05
	Professor	103.20	102.00	-.063	-.441	15	.80
	School Supt.	100.50	98.75	-.109	-.823	15	.60
T_3	Apprentice	82.75	95.50	.797	4.43	15	.01
	Labor Union	82.25	86.75	.281	1.25	15	.40
	Skill	93.25	100.75	.469	3.33	15	.01
	Technician	99.25	104.75	.344	2.76	15	.02
	Training	93.32	103.33	.626	4.60	15	.01
	College Pres.	103.75	100.50	-1.52	- .203	15	.20
	Community Col.	93.00	94.25	.454	.078	15	.80
	Profession	101.25	98.00	-1.46	- .203	15	.20
	Professor	100.00	93.75	-1.88	-1.88	15	.10
	School Supt.	100.25	100.00	- .080	- .016	15	.80

APPENDIX L

RESULTS OF PROJECT MATERIALS USED IN "250 BLOCK" SUMMERS OF 1968 AND 1969

The simulated materials developed in this project were used in the "250 Block" program the summers of 1968 and 1969. A description of the "250 Block" course appears on page 132 of this report. The original proposal did not call for evaluating the use of materials beyond the summer of 1967. It was determined, however, that evaluating the use of the project materials during the summer of 1968 and 1969 could be done at no additional expense.

During the 1968 summer session 49 persons were enrolled in the "250 Block" class. The cognitive test, "A Purview of Vocational and Technical Education," was administered before and after utilization of the project materials. The pre-test mean for the group was 25.04 which increased to 27.47 in the post-test. As noted in Table L-1, the difference in pre- and post-test scores was significant at the .05 level.

The simulated materials were used again during the summer session of 1969. A total of 53 students were enrolled in this "250 Block" course. A shown in Table L-1, the students displayed a significant gain in their cognitive test scores which moved from 24.76 to 29.25. This increase was accomplished even though no special effort was made by the instructors to emphasize the importance of the pamphlets and books included in Part II of the simulated packet.

TABLE L-1

COMPARISON OF 250 BLOCK STUDENTS'(SUMMERS, 1968 AND 1969) PRE- AND POST-TEST SCORES OBTAINED ON A PURVIEW OF VOCATIONAL AND TECHNICAL EDUCATION (A COGNITIVE TEST)

Summer	Pre-test Mean	Post-test Mean	t Score	df	Level of Significance
1968	25.04	27.47	2.700	96	p < .01
1969	24.76	29.25	6.115	104	p < .01

A semantic differential test was also employed with the 1969 summer session students to determine attitude change. As noted in Table L-2, the attitudes of the students toward three academic concepts; "college president," "community college," and "professor," changed very little. Attitude scores for "profession" and "school superintendent" were lowered significantly.

Attitude scores on all vocational concepts, as indicated in Table L-2, were raised. Significant differences at the .01 level were observed in regard to three of the five concepts; "apprentice," "skill," and "technician."

As can be seen from the data collected during the two summer sessions, some additional indications of the usefulness of the project materials become evident. Higher cognitive scores have been recorded. Semantic test scores have indicated an increase in favorable attitudes toward vocational education. The drop in

TABLE L-2

A SUMMARY OF ATTITUDE CHANGES TOWARD ACADEMIC AND VOCATIONAL CONCEPTS BY PERSONS IN PRE-SERVICE TRAINING FOR EDUCATIONAL ADMINISTRATION (250 BLOCK - SUMMER, 1969)

	Pre-test Mean	Post-test Mean	t Score	df	Level of Significance
Apprentice	5.20	5.70	3.125	103	p < .01
Labor Union	4.82	4.93	0.579	103	ns
Skill	5.81	6.25	3.380	103	p < .01
Technician	5.76	6.27	5.258	103	p < .01
Training	6.02	6.20	1.500	103	ns
College President	6.22	6.23	0.071	103	ns
Community College	5.63	5.56	-0.546	103	ns
Profession	6.22	5.87	-3.333	103	p < .01
Professor	6.37	6.27	-0.952	103	ns
School Supt.	6.58	6.25	3.027	103	p < .01

attitude scores toward two academic concepts indicate a somewhat equalizing effect in attitudes toward the academic and vocational areas.

APPENDIX M

DISSEMINATION: Workshop and Materials Distribution

Dissemination Workshop

The original proposal called for a final dissemination workshop designed to inform professors of educational administration about the use of the project materials. Such a workshop was planned and conducted at the Center for Continuing Education, University of Nebraska, Lincoln, Nebraska on December 15 and 16, 1968.

Notices and application forms were sent to all U.C.E.A. member institutions, and N.A.S.S.P. intern coordinators from universitites, and to all persons who had been in attendance at the 1967 and 1968 N.C.P.E.A. conferences. All persons on the project advisory committee were also contacted. Each person who applied and was accepted to attend the workshop was provided up to, but not to exceed, $150.00 for expenses.

The response from applicants was so great that additional funds were requested so the workshop could be expanded. These funds were made available by the U.S. Office of Education and the number of applicants which were accepted was doubled from 20 to 40. Anticipating that there would be some who would not come after being accepted, there were actually 50 invitations extended to applicants. Eight persons did not come who had indicated they wished to attend; two were ill, three cancelled travel arrangements becamse of weather, one had a calendar conflict which could not be resolved, and two did not report why they did not attend.

The workshop purpose, as stated in the announcement brochure, was to introduce persons, who were responsible for pre- and in-service programs for training educational administrators, to the University of Nebraska and U.C.E.A. simulated materials which were designed to make educational administrators more competent in administering occupational education programs.

The objectives of the workshop were to enable workshop participants to:

1. enumerate the basic reasons set forth as a part of the rationale or justification for giving school administrators added training in the area of occupational education;
2. recognize the major steps involved in developing the in-basket materials:
3. identify and employ the necessary techniques required to use simulation for instructional purposes;
4. identify a variety of references which could be of value when training educational administrators in the area of occupational education;
5. indicate the results which have been achieved in training educational administrators with in-basket materials;
6. cite sources from which simulated materials for training educational administrators were available;
7. enumerate the limitations of in-baskets as an instructional device.

Resource persons for the Workshop were:

Dale K. Hays, University of Nebraska
Ward Sybouts, University of Nebraska
Hugh Laughlin, Ohio State University and representing U.C.E.A.
John Coster, Director, Center for Vocational Education,
University of North Carolina
William Pharis, University of Auburn
Wayne Krepel, University of Indiana at South Bend

Advisory Committee Meeting

At the time the workshop was in session the advisory committee for the project met. The project materials were discussed and a general review of various aspect was considered.

At the Advisory Committee Meeting it was suggested that packets of project instructional materials be made available to any school represented at the workshop. This suggestion, it was felt, would enhance the use of the materials and get a wider distribution than had been achieved up to that time. The U.S. Office of Education subsequently accepted this suggestion and provided the funds necessary for printing and distributing instructional materials in quantities sufficient for instructional purposes.

When funds were made available for disseminating project materials, the following form letter was sent to all persons who had attended the dissemination workshop held on December 15-16, 1968.

TO: Workshop Participants

FROM: Ward Sybouts
University of Nebraska

RE: Instructional Materials for training school administrators in the area of vocational education.

On December 16, you were asked if you wanted a free set of in-baskets and the abbreviated background materials. As a result of the large number of responses, the U.S. Office of Education agreed to provide additional funds to make these materials available to all workshop participants who indicated an interest in using them in their respective institutions. Unfortunately the funds could not be made available until this week, which meant that none of the materials were available for this past semester. However, funds are now available and so we want to recheck with you to see if you still have a need and intend to use the in-baskets. The printing order is submitted and distribution can be made during the first week in June.

If you wish to use these instructional materials, (Abbreviated background materials for the Madison School; In-basket one, two, and three; Instructors Guide) please indicate below the number you wish and return this information to me in the enclosed envelope.

I wish to have a free set of instructional materials.

( ) Yes ( ) No

Please send me ________ sets of in-baskets.
number

____
Signature

Requests for free instructional materials were received from 31 persons. These requests ranged from a few sample sets up to 50 sets of materials. A set of instructional materials included one Instructors Guide, Abbreviated Background Materials, and sets of three in-baskets.

TABLE M-1

List of Requests for Instructional Materials from the Project

Institution	Number of Packets Requested
Indiana University at South Bend	40
University of Washington	50
University of Maryland	25
Rutgers University	5
Arizona State University	25
California State College	20
University of Wisconsin	20
Northwestern University	20
University of Michigan	20
University of North Carolina	50
University of Illinois	20
University of Idaho	5
University of Oklahoma	20
Kansas State University	30

Bowling Green University	5
University of Utah	25
Oklahoma State University	5
University of Wyoming	20
San Diego State College	20
University of Houston	25
Washington State University	20
Washington State University	5
University of Louisville	40
University of Colorado	5
University of Southwestern Louisiana	40
University of Pennsylvania	5
New York University	50
University of Florida	25
Michigan State University	10
Purdue University	30

Materials were distributed in May of 1969. The delay from December 1968 to May 1969 in distributing instructional materials came about through the time involved in negotiating the budget for dissemination.

A follow-up survey of all schools from which requests for materials came was made in September, 1969. A letter and questionnaire was sent to each person who had requested materials.

Dear

As a result of the meeting held in Lincoln, Nebraska on December 15-16 of 1968 to present information about training administration in the area of vocational education, you requested   sets of simulated materials. We hope you have found these useful.

Would you please check the items on the enclosed check list and return it to me in the enclosed envelope? This information is the last data to be collected for the final report to the U.S. Office of Education.

Very truly yours,

Ward Sybouts
Director

Name________________________

Institution____________________

Location_____________________

1. In what setting were the in-baskets used? (Mark as many as are applicable)

		No. of Students Enrolled
a. As a part of a Regular Course--during academic year. . .	____	______
b. As a part of a Regular Course--during summer session . .	____	______
c. Large block of time program.	____	______
d. Workshop, 1 to 4 weeks	____	______
e. Workshop, 1 week or less	____	______
f. Other ________________________________ .	____	______
g. Materials were not used for instruction.	____	______

2. If the materials were used for instructional purposes, what references were assigned to accompany the second in-basket.

3. Comments:

There were 26 persons who completed and returned the questionnaire. Two persons had moved and so did not respond and three others were not heard from. From the 26 respondents to the questionnaire, 18 indicated they were using the instructional materials and eight said they were not using the materials.

Of the eight institutions from which requests were received for abbreviated background materials and in-baskets in which these materials were not put to use, there were received some additional information. In two instances comments were received which indicated, "... materials will be used spring semester of the (1969-70) year," and that there was a "... plan to use in June, 1970 for two week workshop," and in another case "... to be used in new program approved for summer of 1970." One other institution which did not use the materials had scheduled a workshop in the summer session of 1969 but did not have sufficient enrollment, and so cancelled the workshop. There were two others who would be classed as non-users who had initially requested only three copies of the materials for examination purposes so that their request could not be construed as a committment to use. Five follow-up questionnaires were not returned.

TABLE M-2

Schools Which Have Reported Using Project Materials

Institution	Setting in Which Materials Were Used			
	Class AY	Class SS	Workshop	In-Service
Arizona State University Tempe, Arizona	X	X		
Indiana University at South Bend South Bend, Indiana	X			
Northwestern University Evanston, Illinois	X	X	X	
Oklahoma State University Stillwater, Oklahoma	X		X	
San Diego State College San Diego, California			X	
Michigan State University East Lansing, Michigan	X			X
Rutgers University New Brunswick, New Jersey	X			
University of Idaho Moscow, Idaho			X	
University of Illinois Urbana, Illinois	X			
University of Louisville Louisville, Kentucky		X		
University of Michigan Ann Arbor, Michigan	X	X		
University of North Carolina Chapel Hill, North Carolina	X	X		
University of Oklahoma Norman, Oklahoma	X			
University of Pennsylvania Philadelphia, Pennsylvania	X			
University of Southern Louisana Lafayett, Louisana	X			
University of Utah Salt Lake City, Utah	X			
University of Washington Seattle, Washington		X		
University of Wyoming Laramie, Wyoming	X			
Totals 18	14	6	4	1

The second in-basket of the series of three developed in the project requires the use of reference materials. In the use of these materials at the University of Nebraska there were a variety of references provided each student. These references included:

1. United States Department of Labor, "Manpower Report of the President; (Washington: Government Printing Office [current issue]).
2. Gardner, John W., Self-Renewal: The Individual and the Innovative Society (New York: Harper and Row, 1965).
3. Nebraska State Plan for Vocational Education, (Lincoln: Nebraska State Department).
4. Other general references in Library.

Users of the project materials were asked to list the references they had used with the second in-basket. There was no pattern of references reported. Some schools (3) used the references used at the University of Nebraska. Other schools used selected chapters from general texts (2). Most frequently, it was reported that a general bibliography was made available from which students could pick selected readings or that the students selected references based on lists of questions or references that were identified in class.

Comments regarding the use of the materials were received from various users which indicated favorable reactions. These comments included the following remarks:

"Very--Worthwhile."

"Technique was useful; Response was positive."

"These materials have proven very worthwhile in a workshop. I plan to use them in an administration class this semester."

"Well received by students."

"Worked exceedingly well. I have developed In-baskets #4 and #5 for own use. #4-Role changes from principal to Local Director of Vocational Education. #5-Used for facility planning."

"Students have indicated that the use of simulation materials is one of the most valuable features of the block course."

"These materials dramatize the subject content by improving the interest level and motivation. The administrators in this area need to study this but are not as aware of the need as they should be. These materials will assist in making 'missionary work' better received."

"The short condensation of the background materials is especially useful. The curricular problems also stimulate some excellent discussions. We plan to continue their use in other classes."

Review of Dissemination Procedures

A variety of means were employed to disseminate the findings and the instructional materials that were developed in the project. Reports were given to groups at A.A.S.A. meetings, regular sessions were planned and presented at N.C.P.E.A. conferences, and groups had information presented at the N.A.S.S.P. mettings. Workshops were attended (Oregon State University and Kansas State University) in which materials were presented. Correspondence was sent to numerous institutions "advertising" project materials. As a result of these efforts two institutions indicated they intended to utilize the project materials.

One article appeared in the Bulletin of the N.A.S.S.P. which briefly described the nature of the project, (February, 1968). Other materials for the U.C.E.A. Quarterly and ERIC are ready for publication.

The most positive dissemination effort was yielded at the December 15-16 workshop in 1968 and the subsequent distribution of instructional materials. The fact that approximately two-thirds of those who attended the workshop indicated they wished to consider utilization of the materials and requested free sets of in-baskets was an important step. More important, however, was the fact that about half of those who requested the free materials actually used them.

It cannot be concluded that the dissemination efforts prior to the workshop were totally without effect. There is a strong possibility that some of the success of the December workshop in 1968 was an outgrowth, or was linked to, some of the previous dissemination efforts.

This project (The Development of Material for the Orientation of School Administrators to Vocational Education Needs and Programs) has produced instructional materials which are now an integral part of the program of preparation for all masters candidates at the University of Nebraska. These same materials are used in various ways in 18 other institutions. It is gratifying to those who have worked on this project to realize their efforts have yielded a product of some small worth.

APPENDIX N

INSTRUCTORS GUIDE:

FOR USING SIMULATED MATERIALS TO INSTRUCT SCHOOL ADMINISTRATORS IN THE AREA OF OCCUPATIONAL EDUCATION

WARD SYBOUTS

This material is prepared as a portion of the project conducted at the University of Nebraska entitled, *The Development of Material For the Orientation of School Administrators to Vocational Educational Needs and Programs.* The research and evaluation reported herein was performed pursuant to a contract with the United States Department of Health, Education, and Welfare, Office of Education, under the provisions of the Vocational Education Act of 1963.

Department of Educational Administration
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Department of Educational Administration
University of Nebraska

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INSTRUCTORS GUIDE:

I. INTRODUCTION

A growing awareness is being felt in various quarters of the educational establishment and in the public mind concerning the need for a more comprehensive and balanced curriculum in the secondary schools of our nation. Voluminous reports of statistical findings as well as passionate oratorical generalizations point to the demands that our present and future society place upon our educational system. The drop out, the rural-urban population trend, the need for manpower retraining programs, job corps, the underprivileged, and the problems of the urban center are only a part of the concerns which are being given consideration and which have implications which cannot be avoided when looking at American education. These problems, under our present system, will pass across the desks of school administrators. It is logical to assume that the quality of our administrators and the leadership they provide will have a vital bearing in determining the direction American education will take in the future.

In order that all of our nation's youth have an opportunity to realize their potential and develop into productive citizens, programs in secondary education must be comprehensive in fact as well as in theory. There is ample evidence to suggest that programs of industrial arts, prevocational and vocational preparation, and technical education (or occupational preparation as we shall refer to them henceforth) have received less attention than college preparatory programs. Many reasons foster the imbalance which exists between college preparatory programs and occupational preparation programs. Parents want children to go to college. The national posture points to college as being the most desirable and highly valued form of post-secondary education. Counselors, teachers, administrators and school boards work in a climate which tends to perpetuate the idolization of a college education. Ways must be developed which will enable school administrators to strike a more equitable balance between college preparatory programs and programs of occupational preparation.

II. PROJECT DEVELOPMENT

The University of Nebraska received federal funding to develop an approach for preparing school administrators to become more competent in the administration of occupational preparation programs.

As set forth in the proposal, this developmental program was focused on the problem of preparing school administrators to exert more effective leadership roles with regard to the conceptualization, analysis, organization, and administration of programs of vocational and technical education in public schools. More specifically, the problem dealt with:

1. The determination of curriculum content for pre-service and in-service education of school administrators for leadership roles in the development of programs of vocational and technical education in local school districts.
2. The development of a curriculum for the preparation of school administrators for leadership roles in vocational and technical education.
3. The evaluation of the developed curriculum.

Simulation for Instruction

As the scene in American education has been changing, there has been a growing interest on the part of educators to find better techniques for helping the student learn. The demands placed upon an educational system by a dynamic society such as ours make it imperative for the educator to search out new means which will enable him to be as effective as possible. Simulation, as an instructional technique, has been developed in recent years and is growing in use and sophistication. It was determined that simulation, as an instructional device, would be employed in this project.

Simulation has been used for instructional purposes in a variety of settings with a variety of persons. The military services have made extensive use of simulation. The most familiar form of simulation in the armed services is, perhaps, the use of Link Trainers for instructing pilots. High school students have learned through simulation. Lessons taught to secondary students have included such topics as international affairs, government, student council leadership training, and driver education. One of the most well known, and certainly one of the best developed forms of instructional materials which use simulation, has been produced by the U.C.E.A. for training school administrators. The format employed by the U.C.E.A. is known as the in-basket method. While there is still much to learn about the use of simulation as an instructional technique, there is a growing field of information along with an increasing number of persons who are familiar with the method.

The University of Nebraska Project

Three phases were designed for the project conducted at the University of Nebraska. In the first phase baseline data about practicing administrators were collected. These baseline data included (1) demographic information, (2) information concerning how much administrators knew about occupational preparation programs and needs, (3) role expectations of administrators related to various aspects of occupational education, and (4) information concerning the attitudes of administrators toward academic and occupational concepts. The collection of these data was necessary in order that instructional materials could be designed and developed which would be appropriate for the persons to be schooled.

The second phase of the project was to develop instructional materials. These materials were planned to reflect the results of the baseline data, and to focus upon the stated objectives as set forth for this project.

During the preparation of the instructional materials, close communications were maintained with the U.C.E.A. staff members who were in the process of updating the Jefferson Township Simulated Materials. It was determined that the simulated instructional materials of this project should be designed to accompany the materials produced by the U.C.E.A. As a result of this cooperative effort, the simulated materials developed in this project were designed to utilize the setting of the simulated community and school district prepared by the U.C.E.A.*

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*The Jefferson Township materials are now entitled Madison School District. Background information, both written and audio-visual, and in-baskets are available through the U.C.E.A., 29 West Woodruff, Columbus, Ohio, 43210.

It was believed that the in-baskets planned in this project should be designed for use in workshops which last for only a few days. To accommodate such workshops a brief form of background materials was needed. A summarization or abbreviated form of the background materials prepared by the U.C.E.A. was developed to enable groups to use in-baskets with a minimal type of introduction to community and school.[1]

Three in-baskets were prepared. The first in-basket contained those items which might cross the principal's desk on any given day. This in-basket was designed to point to a need for broadening the curriculum in Madison High School. This awareness of the need for a more comprehensive program was aimed at changing attitudes of administrators so they would look more favorably upon occupational education.

The second in-basket was designed to improve the level of cognition of administrators relative to occupational education. This in-basket was made so that key references in the area of occupational preparation could accompany and become a part of the in-basket.[2] This would also give the instructor using these in-baskets the opportunity to select those references he felt were most valuable and important in aiding the student to learn more about occupational education.

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[1] Sybouts, Ward and Tobiska, Kenneth, *The Madison School-Community: Abbreviated Background Materials*. Department of Educational Administration, University of Nebraska, Lincoln, Nebraska.

[2] The following references were used with the in-baskets during the initial trial period:

United States Department of Labor, *Manpower Report of the President*, (Washington: Government Printing Office, April, 1967).

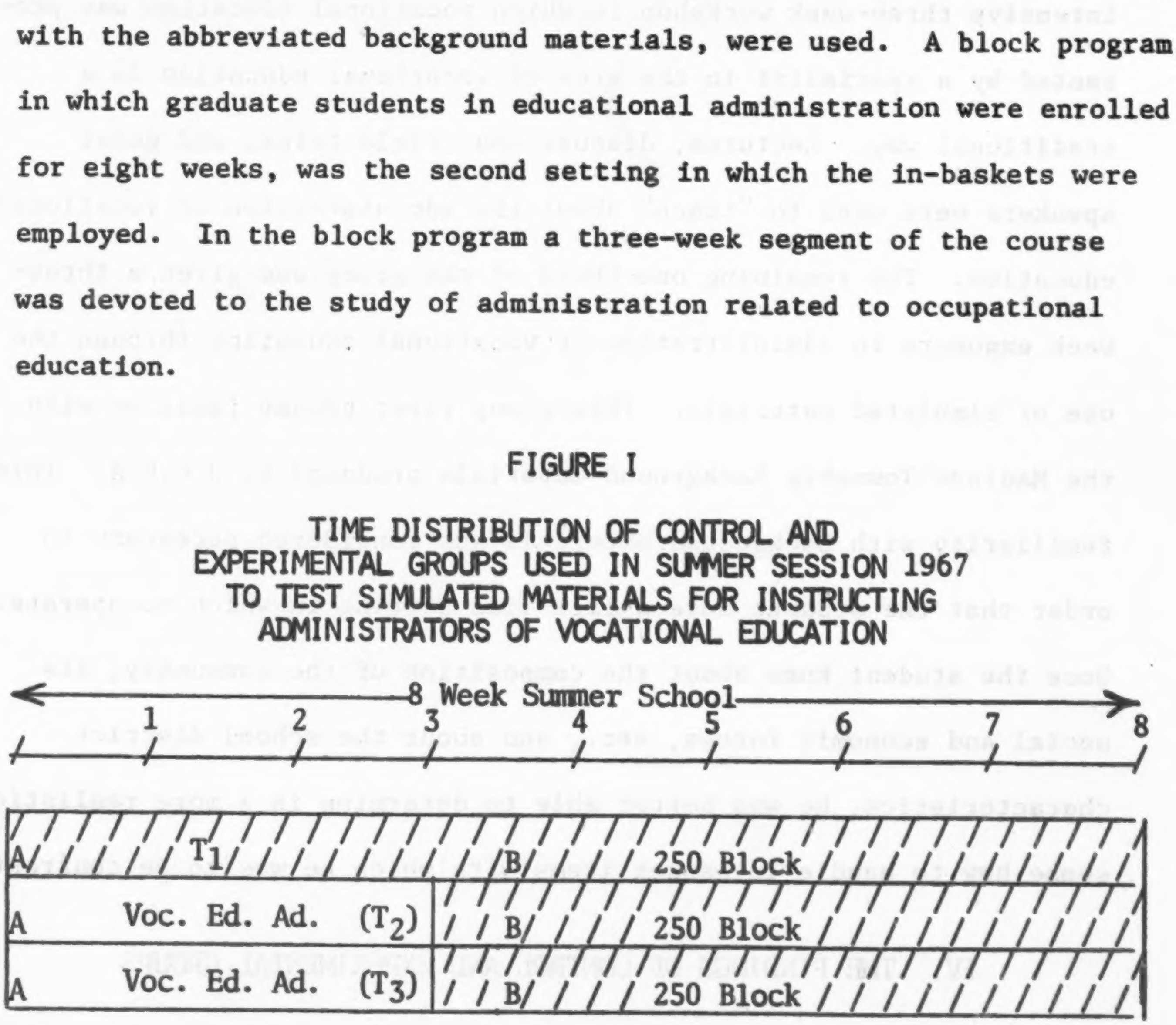
Gardner, John W., *Self-Renewal: The Individual and the Innovative Society* (New York: Harper & Row, 1965).

The third in-basket was organized to compel the student to take some action relative to improving occupational education. It was believed that requiring a student to take some definite action would enable him to apply some of the things he had learned about the administration of occupational education.

__The last phase__ of the project was to test the simulated materials which had been developed. The three in-baskets developed were used in two settings during the summer of 1967 at the University of Nebraska. A five-day workshop was one setting in which the in-baskets, accompanied with the abbreviated background materials, were used. A block program, in which graduate students in educational administration were enrolled for eight weeks, was the second setting in which the in-baskets were employed. In the block program a three-week segment of the course was devoted to the study of administration related to occupational education.

FIGURE I

TIME DISTRIBUTION OF CONTROL AND
EXPERIMENTAL GROUPS USED IN SUMMER SESSION 1967
TO TEST SIMULATED MATERIALS FOR INSTRUCTING
ADMINISTRATORS OF VOCATIONAL EDUCATION



A = Pre-Test
B = Post-Test

T_1 = Control Group
T_2 = Experimental Group, Traditional Method
T_3 = Experimental Group, Simulation

III. TESTING THE MATERIALS

The simulated, or in-basket, materials were tested in a summer school training program for administrators at the University of Nebraska. A group of 48 persons, most of whom were working toward a masters degree in educational administration, was involved.

One-third of these potential administrators was designated as a control group in which no information was provided regarding the administration of vocational education. Another third was given an intensive three-week workshop in which vocational education was presented by a specialist in the area of vocational education in a traditional way. Lectures, discussions, field trips, and guest speakers were used to "teach" about the administration of vocational education. The remaining one-third of the group was given a three-week exposure to administration of vocational education through the use of simulated materials. This group first became familiar with the Madison Township Background materials produced by U.C.E.A. This familiarity with background materials was considered necessary in order that the student have a life-like setting in which to operate. Once the student knew about the composition of the community, its social and economic forces, etc., and about the school district characteristics, he was better able to determine in a more realistic sense how to handle in-basket items with which he was to be confronted.

IV. THE FINDINGS OF CONTROL AND EXPERIMENTAL GROUPS

The experimental group using the simulated materials was presented with a series of three in-baskets. The first of these in-

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baskets was in the form of a "typical" day's mail, notes, and problems faced by a high school principal. It contained situations designed to point to the need of a more comprehensive curriculum. As students individually completed dealing with the various items that crossed their desk, they were asked to reflect upon their day's work and then state what they felt was the basic or underlying problem. Almost three-fourths of those participating indicated a need for a more comprehensive vocational education program which would extend from the guidance department and through the curricular areas in the school. One-fourth mentioned the need for a more "comprehensive" program designed to meet needs of all students, while only an isolated person identified other basic concerns or needs. This experience with simulation led students to recognize a need, which was in turn reflected in their attitude test scores. By contrast *the experimental group receiving traditional instruction was repeatedly "told" of the importance of vocational education, but their attitudes were not measurably or significantly affected* as revealed in test scores.

The test scores for the three groups revealed both the traditional method and the simulated technique yielded significant (to the .01 level) growth in the cognitive domain. Students in both experimental groups learned more "facts" about administering vocational education while those who were in the control group showed no significant gain in this area.

Changes in attitude patterns occurred in the experimental group having the simulated materials. Attitude measures employing the semantic differential technique yielded a more favorable attitude toward vocational concepts when comparing pre- and post-test results, while academic concepts were not significantly changed. There tended to be an equalizing effect which took place between academic and vocational concepts as reflected in pre- and post-test scores. In pre-test scores the academic concepts were scored higher than the vocational concepts. The post-test scores showed a significant gain in the vocational concepts which resulted in a tendency to bring the vocational and academic concepts into closer balance. This was precisely what the simulated materials were designed to do.

The experimental group receiving traditional instruction in vocational education administration and the control group showed no significant change in attitudes. Persons in these two groups reacted similarly to attitude measures in pre- and post-tests.

After the course was completed, students were asked to give their reaction to simulation as an instructional technique. They ranked it as "realistic," "interesting and informative," "appropriately difficult," and "good." Instructors viewed the use of in-baskets as "highly motivating and stimulating."

When discussing the conclusions of the use of simulation as a device to train educational administrators to become more proficient in the area of vocational administration, it would be easy for those involved to become overly enthusiastic. Simulation should be recognized as simply one instructional technique and not a panacea for education. There are also some obvious limitations to the use of simulation. It is extremely time consuming to produce, in-baskets become obsolete rather quickly, and not all instructors are conversant in the use of simulated materials.

Although the findings regarding the use of simulated materials to train educational administrators in the area of vocational education were encouraging, the final results cannot yet be judged. The real value of the materials produced in the project will be realized only when administrators move more forcefully and effectively into the development and improvement of vocational education programs.*

V. THE USE OF SIMULATION IN THE CLASSROOM

Those who have worked with simulation have recognized the importance of familiarizing the instructor with the technique. Since the U.C.E.A. originally developed the Jefferson Township simulated materials, which were more recently revised and called the Madison Township Simulated Materials, their staff has recognized the importance of in-service for users of in-baskets. It has been a general practice of the U.C.E.A. not to sell simulated materials to an institution for use until representatives from that institution have either attended a U.C.E.A. seminar or have worked with professors in an institution having an accepted and recognized program involving simulated materials. It has also been found at the University of Nebraska that some teachers, when using simulation with high school students attending a student council workshop, can use this tool effectively with very little in-service. By contrast, other teachers require a much more extensive training program. Those teachers who fail to understand the necessary procedures for using simulation cause the value of in-baskets to be lost or diluted. Instructors using simulation will obviously have better results when they understand how to employ this technique.

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*The research and evaluation reported herein was performed pursuant to a contract with the United States Department of Health, Education, and Welfare, Office of Education, under the provisions of the Vocational Education Act of 1963.

Three examples of the use of simulation for instruction are given below. Quite obviously, the three examples given here are not implied to constitute all possible ways of using simulation for instructional purposes. The first example will be a brief description of the use of simulation in an expanded block of time, such as an eight-week summer school session in which the student is involved for five days each week for a major portion of each day. The second illustration gives a summary of procedures used in a workshop which involved five days. The last illustration is a description of the use of simulated materials as an integral part of a regular graduate course for school administrators.

Simulation in the Large Block of Time

Simulation for instructional purposes has frequently been conducted in a block-time program. The course, Educational Administration 250, Principles and Processes in Educational Administration, taught at the University of Nebraska is illustrative of such a program. In the "250 Block" pupils meet from 8:30 a.m. to 12:00 a.m. daily and from 1:30 p.m. to approximately 3:30 p.m. approximately twice a week during an eight week summer session. Having students for such an extensive period of time is, in many ways, ideal for utilizing simulated materials.

Background materials were first presented to students in the "250 Block." The complete background materials prepared by the U.C.E.A., which included written materials, filmstrips and tapes, were given to the students to study and discuss.

A number of steps were employed to encourage the student to become familiar with the Madison Township School District background materials. They were first asked to study the written materials. After they had devoted an entire morning to these written materials, filmstrips and tapes of the Madison School District were viewed. On the second day students discussed the materials they had studied. These discussions were carried on in small groups of approximately 16 students. As students became more confident and comfortable concerning the factual data about the district, they turned their attention to discussing some of the implications and configurations of the district characteristics. District characteristics such as the power structure, economic and social forces in the community, were included in the discussion.

An objective self-test was given to students when they indicated they were sufficiently familiar with "their" district in order to check their knowledge. The self-test was then reviewed in small group discussions. Students were also asked to write a statement of the major strengths and the weaknesses which they had viewed in the district. These statements were used as a basis for further group discussions.

A wide variety of implications can be drawn from the study of background materials. It is because of this variety of implications that many lessons can be gleaned from the study of the Madison School District. The simulated community and school district enabled the students to be introduced to organizational structures of a school, curricular implications, personnel problems, community involvement in political and economic or social patterns. There is almost no limit to the direction or focus which can be emphasized by using the background materials.

In-baskets were placed on the desks of the students on the day following the last discussion of the background materials. Students were told they were to play the role of the high school principal. and the in-basket in front of them was their mail for the day. Specific instructions were provided for the student indicating he was to work independently and was to take each item in the in-basket and determine what action he felt was appropriate. He was instructed to write his reaction to each in-basket item. If the student playing the role of the principal felt a note to a teacher was necessary, he was to actually write the note and indicate what he would do with it.

The next two morning sessions, which amounted to approximately five hours of discussion time, were utilized to discuss the in-basket items. Discussion groups were kept small (16 students) to enable as much student interaction as possible. Each item in the in-basket was examined. Students compared the ways in which they handled the items and then considered the implications of their actions.

Toward the end of the discussions the instructor was able to point to and summarize various conclusions which could be reached regarding various administrative processes. This bringing together

of the essence and implications to be derived from the in-basket was an important part of the process of using simulation. One word of caution may be warranted at this point: the instructor should avoid the temptation of giving all the answers, insisting that items be handled the "right way," or in usurping major portions of time to lecture as a means of assuring the student he will have all information in the form deemed correct by the instructor. Interaction among students is of major importance as in-basket items are reviewed.

The first in-basket was to create an awareness of a problem. The discussion method described above was considered appropriate to achieve this purpose. The discussion approach of in-basket items and the summarization to identify the basic or underlying problems was effective as indicated by the evaluations of the process.

The second in-basket was designed to provide the student with factual information. Two forms of information were contained in the in-basket to achieve this purpose. First, there was a simulated report of a follow-up study of Madison High School graduates. Secondly there were selected references which contained information deemed necessary for a knowledge background in respect to occupational education. The instructors were left free to select and use those references which they felt were appropriate and would meet the particular needs of the students with whom they were working.

Just as different instructors choose different texts, different instructors may wish to select different references to accompany the second in-basket. This option has been left open to those who wish to employ these simulated materials.

The third in-basket was a project in-basket. This in-basket contained a memorandum to the principal from the superintendent directing the principal to develop a program for correcting the curricular weaknesses, which were primarily occupational education weaknesses, which had been made apparent in the first in-basket. Information which was available in the second in-basket, plus any other information the student might seek, was available for the student as he approached the task assigned in the third in-basket. The third in-basket was designed to force the student to take some action (to conceptualize a program and plan a way of implementing his program in the face of opposition.)

When the students in the "250 Block" confronted the third in-basket, they were encouraged to work in small groups of three to five persons. In these small groups they planned their respective programs. These programs were then presented to the other members of the class who were to play the role of persons on the school board or from a local service organization. Students making the presentation were confronted with the necessity of explaining and justifying their proposed program.

When the series of the three in-baskets was completed, a brief summarization discussion was held. The various implications and ramifications of working in the simulated setting were reviewed. The "reality" of the power structure in Madison, along with numerous other ramifications was considered.

Simulated Materials in Workshops

Abbreviated background materials were found to be useful when using simulation in a workshop which lasted for five days. When a limited amount of time (one to five days) was available, it was not feasible to acquaint the student with all of the in-depth background materials. In a short workshop setting the student had to be introduced very quickly to the setting in which he was to be required to assume an assigned role.

The complete background materials prepared by U.C.E.A. were summarized. This summary of the background materials, when accompanied with the filmstrip developed by the U.C.E.A., was used to introduce students to Madison as quickly as possible. By reading the abbreviated materials, viewing the filmstrip and having a brief discussion, students could move directly to selected in-basket items and assume their assigned role.

In-baskets were assigned to workshop participants with the same basic instructions used when larger blocks of time were available. The student had to react, in writing, to each item in the in-basket. For students to deal with the in-basket items, it took as long in a workshop as it did in a program with more time. However, the instructor could select specific items from a given in-basket if he desired. The danger with this procedure is that it may be overly obvious to the student that he is to move in a certain direction prescribed by the instructor.

Discussion of the way students reacted to items in the in-basket was shortened in the workshop. Several items, in which a definite interrelation exists, were identified by the instructor in advance. He then called upon the students to direct their discussion to the selected items which constituted a group for general consideration.

The three in-baskets (a. Create an awareness of the problem; b. Increase cognitive domain; c. Require the student to conceptualize and develop a program) were used in sequence with the workshop participants. The second in-basket, with its accompanying references, was studied and discussed by the workshop participants. The time restriction, however, did not permit an extended review and study of the references nor did time permit or encourage the workshop participant to seek additional information by visiting persons knowledgeable in the area of occupational education. By the same token, the third in-basket, which asked for a plan to improve occupational education in Madison, was allotted only a brief amount of time. This short amount of time devoted to conceiving and developing a plan meant that such plans had to be presented in brief, or outline form. Much of the role playing which had accompanied the presentation of plans in the "250 Block" was not in evidence in the workshop. Plans for improving the occupational program were presented in gross terms, or boldly sketched with less refinement and detail, than was the case in the "250 Block."

The conclusion and summarization of the in-basket discussion was also reached more quickly in the workshop when contrasted to the "250 Block." However, the instructor was confronted with the necessity of guarding against too much haste. The students were given an opportunity to search out and reach conclusions. Discussion was a necessary ingredient when using in-baskets for instructional purposes in the workshop.

Simulation within a Graduate Course

The simulated materials developed in this project were first used in a pilot study in a regular graduate course at the University of Nebraska. The course into which the in-baskets were projected was Secondary Education 243, Internal Administration of the High School. Students enrolled in this course are generally masters candidates with teaching experience but little or no administrative experience. The course is designed as an introductory course for prospective secondary school administrators.

The abbreviated background materials of the Madison school district were used. Students were assigned to read the background materials as an out-of-class assignment. The accompanying filmstrips were viewed and discussions held for an equivalent of two class periods or approximately two hours. Following the discussion and review, the self-test was given which covered factual material about the Madison District. The background materials were used as a point of reference, or an illustration of a given setting, for several topics throughout the duration of the course.

The first of the three in-baskets was assigned to the class following the completion of the background materials. First, in-basket items were worked on independently by class members outside of the regular class period. Students were instructed to respond to each item in the in-basket by writing out their responses. If the student felt a letter required an answer, he was actually to write the letter. If a student thought an item required "no action," he was to indicate this in writing.

At the following two class sessions, the individual responses to in-basket items were discussed. The discussion was structured in a way to encourage student interaction and to reduce instructor domination. At the end of the discussion the students were directed to focus their attention on the basic or underlying problems which they saw reflected in the items of the in-basket. The technique of asking the students to identify basic problems seemed to be quite an effective device to identify concerns relative to improving curriculum in occupational education.

The second and third in-baskets (designed to improve the cognitive domain and to require the student to conceptualize a program for improving occupational education) were assigned at the same time. Students were encouraged to work in pairs or groups of three or four. They were given two weeks to prepare a proposal to improve the occupational preparation program at Madison High School. At the end of two weeks the various groups were required to present their proposals for curriculum improvement to other members of the class.

During the two week period when committees were working on their proposals, class time was devoted to the discussion of the materials contained in the reference in the second in-basket. These references were discussed and reviewed and implications for education were identified.

In-basket materials as an instructional technique for training educational administrators can be used in a variety of ways. They can be incorporated into a traditionally taught course; they may be used in extended workshops of several weeks; or they may, when accompanied with abbreviated background materials, be used in clinics or workshops lasting for only a few days.

Evaluation

The evaluation of student behavior, or the measurement of changes in human behavior is complex. The most sophisticated devices for the assessment of learning lack total perfection. One of the concerns of those who have utilized simulation, or in-baskets, as an instructional device has been regarding evaluation of pupils. Griffiths, Hemphill and Frederiksen have given a thorough and comprehensive report on their findings about simulation as an evaluative device.[1] However, there have been limited efforts to establish adequate measures to determine the effectiveness of simulation as an instructional technique.

The evaluation technique employed in the project to train administrators to be more knowledgeable regarding occupational preparation has followed a rather traditional design. Instruments were designed and used to try to give some assessment of student behavior as related to the originally stated objectives. Therefore a cognitive test, a role instrument and attitude scale were employed. In addition to the tests an opinionaire was used to get an indication of student reactions. Such a battery of instruments, used as pre- and post-tests, did give some indication of the growth students make toward identified goals.

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[1] Griffiths, Daniel E., Hemphill, John K., Frederiksen, Norman, *Administrative Performance and Personality* (New York: Bureau of Publications, Teachers College, Columbia University, 1962).

Just as simulation can be used in a variety of ways in differing settings, the evaluation of its effectiveness can be undertaken in varied ways. It is doubtful, however, that simulation can continually be justified as an instructional device if adequate evaluations are not available.

VI. GUIDELINES FOR USING SIMULATION

There is no set or prescribed way in which simulation must always be used. As reflected in the previous illustrations, in-baskets can be successfully employed in a variety of settings. By the same token, the instructional technique for utilizing simulation can vary.

Some generalizations concerning the use of simulation may be helpful for the instructor who has not used this technique. Those who have used simulation will undoubtedly be able to give additional guidelines.

1. The instructional objectives must be clearly identified. Whether or not the instructor identifies these objectives for the student, or lets the student identify his own is largely a matter of choice. Knowing specific objectives is, of course, important in terms of identifying activities for the student and in terms of evaluating the progress of the student.

2. The instructor must be thoroughly familiar with the background materials and with all items in the in-baskets. This, like the first guideline, may be so obvious that it goes without saying. The more familiar the instructor is with the simulated materials, the more adept he will be in setting a wider variety of possibilities for instructional use.

3. Student interaction must be understood and accepted by the instructor. If an instructor is not willing to let students become involved in discussing, or if he is not secure in seeing students make mistakes, he will probably find simulation very unsatisfactory as an instructional device.

4. Small groups are required to facilitate student interaction. Twelve is a good number to have in a group and fifteen is considered a maximum number by many proponents of discussion methods. Actually, one instructor can serve as a resource person to two small groups operating in one room simultaneously. This is not as desirable, however, as having one instructor working with one group. A climate conducive to student involvement is necessary. Students must expose their thoughts and grow in their ability to give and take.

5. Proper facilities are an important ingredient in the establishment of an adequate setting for group discussion.

6. Total participation in small groups can be achieved if the instructor will take the time to draw out the quiet student, and if necessary, restrict the student who would dominate the discussion.

7. Students must be permitted freedom to explore alternatives. The instructor must guard against correcting all "wrong choices."

The discovery method of learning is, in part, at play during discussions and often if left uncorrected during an early stage of a discussion, the students will, in a very meaningful way, find a better answer as they are encouraged to express their views.

8. The instructor needs to learn how to phrase questions which will stimulate discussion. Those questions which can be answered with a fact or a "yes" or "no" should be avoided so that questions which will lead to the consideration of implications relative to the topic can be considered.

9. Role playing is a helpful technique. When used, it may be found that some pupils will want to step out of their assigned role and say, "I think Mr. Smith should..." In such cases the student should be tactfully directed back to playing the role of Mr. Smith in the first person and not permitted to avoid the necessary decision.

10. Realistic means of follow-up need attention. For example: it is quite easy and natural to provide "answers" for simulated problems with little or no attention given to possible "backlash." Most often, the neophyte will solve a problem quickly and neatly by merely writing a letter or making a call. The instructor should plan immediate and meaningful follow-up activities which force the participant to face the problem and confront the consequences of his decision.

11. Adequate time for considering both background materials and in-basket items is needed. Those who have never used simulation may have a fear that too much time is devoted to discussing materials or working with in-baskets. There may be a feeling that other "important"

topics are being slighted. Those who are willing to invest adequate time for simulation will find the results rewarding.

12. Finally, simulation should not be approached as a panacea. It can provide both realistic and meaningful situations around which class experiences can be engineered.

THE MADISON SCHOOL-COMMUNITY:

Abbreviated Background Materials

WARD SYBOUTS
KENNETH TOBISKA

These materials prepared pursuant to a contract with the United States Department of Health, Education, and Welfare, Office of Education. Project HRD 411-65 in the Department of Educational Administration, University of Nebraska. The content herein is a summarization of the background materials prepared by Dick Wynn in conjunction with the U.C.E.A.

The Madison School-Community: Abbreviated Background Material

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FORWORD

The Madison School-Community: Abbreviated Background Material is provided to accompany in-baskets produced by the U.C.E.A. and those developed by the University of Nebraska in conjunction with the U.C.E.A. The abbreviated background materials are designed to accompany such specific materials as the Secondary Curriculum In-Basket I, II, and III. In situations where the instructor wishes to utilize the in-basket simulation technique in short duration workshops and time does not permit the use of full background material, the abbreviated materials are appropriate.

The abbreviated background materials should not be used to replace the full packet of background materials for general use. The details of the complete set of background materials are needed in many instructional settings in order to develop an in-depth understanding of the Madison School District. Much of the value of simulation can be lost in some instructional situations if a thorough analysis of the district is not incorporated in the use of the Madison in-baskets.

When the Madison in-baskets are to be used for instruction over a span of a few days or even a few weeks, the abbreviated background materials are appropriate. It is suggested the abbreviated materials be accompanied with filmstrips available from U.C.E.A.: Madison Schools and Community "A"—Part 1; Madison Schools and Community "B"—Part 2; Hadison Schools and Community "C"—Part 3; Madison High School Principal "F." The abbreviated background materials accompanying filmstrips and discussion in small groups will enable students to move very quickly into the utilization of stimulated materials.

Ward Sybouts

THE MADISON SCHOOL-COMMUNITY

Geography of the District

Madison School District occupies an area comprised of all of the Village of Madison, the Village of Cedar Park, and a sector designated as the Unicorporated Area. The school district is located in Washington County in the State of Lafayette. This school district is a single community for educational purposes only. It contains three separate units of local government. It is a lake-shore community bounded on the south by Deep Lake.

The total area of the Madison School District is 80.58 square miles; and is roughly three miles wide by three and one-half miles in depth. Populations of the three areas are: Village of Madison, 11,528; Unincorporated Area, 11,357; and Village of Cedar Park, 6,860. The major portion of the school district serves as a "bedroom" community for commuters to Lake City, 20 miles away, and forty minutes by commuter express. It lies on the main route to Weston and Hartford, and is five miles from the county seat of Fairbury.

Transportation routes by road and rail are accessible to the area. In fact, the Lafayette Central Railroad bisects the school district latitudinally, and was a most influential force in early twentieth century growth.

Historical Background of the Madison District

The area was settled by early French explorers. Throughout successive generations other groups have migrated to Madison and become an established segment of the community. During the Civil War era farmers in the area actually gave slaves their freedom before the first shots were fired at Harper's Ferry. These Negroes remained and their descendants now constitute about six to seven percent of the population. Most Negro families own their own homes and are considered respectable citizens although they do occupy the poorest housing in Madison and are not found on the membership rolls of golf and yacht clubs.

During the three decades from 1880 until 1910 the Village of Madison tripled its population. Two migrations were chiefly responsible for this rapid increase. In the 1890's Italian immigrants arrived in significant numbers. The granite deposits in the district gave Italian stoneworkers an opportunity to develop a small but flourishing stone industry. The stone industry has all but vanished, but the Italian descendants have been assimilated into the community. At almost the same time, Cedar Park became known as a luxury resort, and the wealthy from Lake City took up residence there. The fast commuter trains on the Lafayette Central Railroad made the area a desirable one for affluent residents of Lake City who were looking for homesites away from the central city. It was not until after World War I, however, that the Potter and Belmont estates were divided—a change that marked the transformation of Cedar Park from a luxury resort to a "bedroom" community. As the trend toward suburbia developed in the 1920's, associated growth was evident in all three parts of the school district. By 1930 the Unincorporated Area had outgrown Cedar Park in population and had nearly equaled the population of the Village of Madison.

In more recent years Madison has been a community where rather large numbers of young professional persons and those in managerial positions have come to live. However, most such persons remain for a relatively short number of years as they aspire toward higher socio-economic levels. These recent arrivals, although using Madison or Cedar Park as a transitional point in their careers, have had an important influence upon the community.

Lake City Influence on Madison

Because of the number of men in Madison and Cedar Park who commute to Lake City, this leaves a major role of civic leadership, and positions of power, to be occupied by women. This unique power structure is revealed through the PTA Executive Committee, the AAUW, and the League of Women Voters.

Much of the shopping of Madison and Cedar Park residents is also done in Lake City. The result of commuter shopping has been that Madison and Cedar Park are sprinkled with small businesses predominantly of a service type. Only light industry is permitted through strict zoning laws. Madison and Cedar Park offer little in the way of local employment.

Three District Governmental Agencies in One School District

There are three primary local governmental areas within this school district. These are the village governments for Cedar Park and Madison and a special form of municipal government for the Unincorporated Area. The overlap in municipal administrative functions between the three local governments is potentially a source of conflict and inefficiency. However, because of the prevailing attitudes of tolerance and of satisfaction with the *status quo,* this overlap seems to cause little difficulty today. Property is assessed at approximately 45 percent of market value; total assessed valuation of the school district is about $126,000,000. The total cost of government (excluding schools) is about $5,000,000 per year, of which about 80 percent comes from real estate taxes and 20 percent from general state revenue. There have been no recent needs for major public work; as a result all three governmental units are essentially debt free.

Political-Social-Economic Composition of the Madison School District.

This community, once three-quarters Republican, has gained a more even balance between the two parties in recent years. Women, particularly those in the League of Women Voters and in the Civic Affairs Committee of the Women's Club, have played an important part in initiating new activities or changes in local government policy. Local residents are reasonably well satisfied with their government, but there is increasing interest and competition between the parties in political activity.

Most of the families in the school district may be classed as management or professional on the one hand, as contrasted to those employed in service occupations. With the exception of attorneys and doctors who practice locally, virtually all professional and managerial persons commute to Lake City. The income of those who commute ranges from approximately $8,000 to $50,000 annually. Those employed locally, as policemen, teachers, retail and service trades, generally have moderate incomes which range from a few thousand dollars annually to a maximum of approximately $13,000. There is little union activity since there are only a few light industries. Shopping for staples is done locally, but much of the big ticket item business goes to Lake City, Fairbury and other larger shopping areas.

There are more children and young adults in Madison School District than in the average community. The national origins are principally from Italy, Germany, Great Britain, Ireland and the rest in approximate ratio to the rest of the country. There are about 15 percent of Jewish extraction, six to seven percent Negro and less than one percent Oriental. The largest religious groups are Roman Catholic, Protestant and Jewish in that order. Probably 75 percent of the heads of households in Cedar Park are college graduates, while Madison boasts about one-half with some higher education but the Unincorporated Area has considerably fewer college-trained inhabitants.

In terms of property value, there are in both Madison and Cedar Park three predominant categories of houses: those costing more than $60,000, those costing $35,000 to $60,000, and those selling for less than $35,000. The second category makes up approximately 60 percent of the houses which have been built, for the most part, since 1945. The first and last group each comprise perhaps 15 percent of all units. The majority of the dwellings under $35,000 include the older houses near the shopping area of Madison and most such houses are in the Negro residential area. The Negro residential area is neat and well kept. There is no public housing in the community.

The usual organizations are found in the communities, and the Board of Education maintains a mailing list of 90 groups that receive invitations to budget hearings and special events. *The Daily News* generally enjoys the confidence of local public officials and community leaders. Lake City papers are also read extensively.

Perhaps the most important single factor in defining the objectives of this community is the fact that apparently less than one-quarter of the population draw their principal incomes from the community. A second factor to consider is that by contemporary standards this is not so much a growing community as it is a community in balance or climax. There is a gradual increase in population. A third important factor in understanding the dynamics of this community is that of population mobility-stability and, along with this, heterogeneity of background and belief. While Cedar Park is considered the wealthiest section of the community, the contrast between Madison and Cedar Park should not be overemphasized. At least two-thirds of the Madison residents have the same orientation and objectives as do the residents of Cedar Park. The two villages of Cedar Park and Madison tend to go their own ways on most functions with the exception of education. The patterns of leadership are consequently essentially separate. Cedar Park residents tend to regard themselves a cut above the residents of Madison. There has been some consideration of joining Cedar Park with the Unincorporated Area, but a proposal to establish a single city form of government embracing all three municipal interests has never been advanced beyond preliminary discussions. Cooperation does, however, prevail among the three communities when the interests of the school are at stake. With a substantial majority of the homes made up of commuting husbands who earn enough to relieve their wives from any need of working, the participation of these wives in various social and at least quasi-political activities is inevitable.

THE MADISON SCHOOL DISTRICT

The Madison school District, formally organized in mid-nineteenth century, has had only four superintendents since 1900. Dr. James L. Brewer has held the position since 1961 and held previous superintendencies in neighboring states. Although he received a vote of 5 to 1 upon election, there was some doubt as to the correct selection by some board members. However, at the present time Dr. Brewer enjoys wide support from the majority of board members, patrons, and teachers although, as is usually the case, there are still some who resent his appointment and who freely criticize his administration of various aspects of the school system.

School Buildings and Enrollment

The following table itemizes the various elements of the school plant as to original construction, dates of additions, grades housed and names of the buildings.

TABLE I

Dates of Original Construction and Subsequent Additions to Madison School Buildings

Building	Grades Housed	Date of Original Construction	Dates of Additions
Sperry	7–12	1888	1908, 1926, 1939, 1941
Browning	K–6	1902	1912, 1922, 1930
Edison	K–6	1909	1916, 1929
Fulton	K–6	1922	1926, 1931
Mars	K–6	1965	
Junior High School	7–9	1930	1960
Senior High School	10–12	1925	1957, 1963

Alterations for the Junior High School in the amount of one million dollars and a half million dollar alteration to the Senior High School have been authorized. In addition, one and one-half million dollars have been authorized by voters for construction of a new wing of 55,000 square feet which will connect the Junior High School and the Senior High School. The planned addition will house a greatly expanded library serving both schools as well as new vocational education shops, business education laboratories, a reading center, several classrooms and other facilities. These two schools, along with Sperry School which is used to house overflow classes of junior and senior high students, are located on a "campus" of 26.5 acres, and have two athletic fields and three parking lots included in the site.

The total secondary enrollment at the close of the 1965-1966 school year was 2700, with 1354 Junior High School students and 1346 Senior High School students. The schools were designed to accommodate 1250 and 1175 students respectively. Present enrollment projections show a substantial increase in secondary enrollments in the next decade. Thus, the present secondary school plants, even with their additions, will not accommodate Madison's secondary school population very long. Consequently, plans are underway for the construction of a new three story, six and one-half million dollar middle school unit near the delta of the Blue River. This 8.5 acre site adjoins a fine public park with good recreation facilities. The school site occupies a formerly marshy area that has been reclaimed with ground fill. At the outset it will house grades seven and eight but will convert later to a three-year middle school including grades six, seven and eight. Thereafter the school district will be organized on a 5-3-4 plan. The new middle school will accommodate 1200 students. It is being conceived on the "house plan," with clusters of the same grades in the same "house" or "little school" with approximately 600 pupils in each.

The number of children and youth of 17 years of age, reported in the June 1965 census, was 10,569 or 35.3 percent of the total population. The 1960 U.S. Census showed 35.6 percent of the nation's population in this group.

The Madison schools have a high holding power except for those who transfer to other schools, primarily parochial high schools. Of those who graduate, about three-quarters go on to college. Since children from Madison who attend non-public schools are also probably college-bound, it can be seen that the Madison School District is supplying a sizable number of students to higher education.

Non-Public Schools

A number of non-public schools are to be found in the Madison School District. Several of them are nursery schools, however, enrolling only pre-kindergarten children. There is no non-public school in the district enrolling children above the ninth grade. A number of district children do attend non-public schools outside the district —in fact, approximately 13 percent of school-age children in the district are enrolled outside the district.

Staff of Madison Public Schools

To operate the schools the Madison school system employs a professional staff of 369, including classroom teachers, special teachers, librarians, nurses, counselors, psychologists, supervisors, principals, and the central administrators. The professional staff is well above average both in training and in experience. The administrative staff now consists of eleven persons, nine men and two women, including the two newly-created assistant principalships at the secondary level. All of these except two, the superintendent and the senior high principal, served some kind of "apprenticeship" in the system before being appointed to an administrative position.

In addition to the professional staff, the school system employs 43 custodians and mechanics, a clerical staff numbering 29, 32 cafeteria workers, and eight teacher aides.

School District Philosophy

A succinct statement of the philosophy of the Madison School District is given in the 1964 **Staff Handbook** as follows:

The philosophy of the Madison school system is modern, but not extreme. The school system's objective is to give children a thorough education in fundamental knowledge and skills and an appreciation of our American heritage. Additionally, our system seeks to promote the best possible physical, emotional, and social development of boys and girls. Our schools set high standards for orderly and courteous conduct and offer ample opportunities for growth in democratic procedures and self-discipline. We constantly improve our educational services, instructional materials, and physical facilities in response to the enlightened expectations of the school community.

Attention to the individual is emphasized throughout our school system. Teachers try to know each pupil well and to guide his learning effectively. We accept each pupil in terms of his individual capacity. We give sympathetic respect to each pupil, be he a slow, average or gifted learner. We are determined to develop every student to his maximum personal potential. We take each pupil from where he is each year and advance him as much as possible. We enrich the individual program and provide a friendly and purposeful atmosphere to encourage each youngster to *want* to learn and to attain his own best level.

Our schools belong to the people of our community. The welfare of their children is their principal concern. Therefore, our education program reflects the wishes of parents for the best possible education of their children, and we actively seek the cooperation of parents in many phases of this program. The administration encourages teachers to develop new ideas and to teach creatively; it provides them with a channel to make recommendations for instructional improvement; and it invites suggestions for constructive change from all staff members. Opportunities to assist in programs of school improvement are offered because, in our philosophy, it is the combined strength of all in the teaching, administrative, business, and service staffs which has earned an excellent reputation for the Madison school and which will lead to further dynamic growth in excellence.

The Madison School Board

The Board of Education of the Madison School District is made up of six members, two being elected each year for a three-year term. By informal agreement, two members of the Board are chosen from each of the three areas of the district. Also by local agreement, no member serves more than two terms, "limiting the possibility that an individual or group through long continuance of office establish a vested interest." For many years all candidates for the Board of Education have been hand-picked by a self-perpetuating committee of lay citizens. In 1964, after the first defeated bond issue in the district's history, this assurance of victory of hand-picked candidates vanished. In the last election an "opposition candidate" defeated the committee choice, generating substantial support from the Village of Madison sector housing Negroes, Italians and other groups who resented the "landed gentry."

The Board of Education members normally serve no more than two terms. Although no written regulations are found, local custom has made a well established practice of permitting a board member to serve no more than two terms. Local press representatives are welcome to the closed as well as open sections of the meeting, since a fine relationship exists. The public as well as teachers are welcome to all board meetings. Regular attendants to board meetings are the clerk, the treasurer, the attorney, the superintendent of schools, the assistant superintendent for instructional services, the assistant superintendent for business management, and the school reporter for the local paper. From four to eight PTA representatives of the six school building units are also usually present, plus occasional other visitors who have a matter of business to bring before the board at the semimonthly meetings.

Community Support of Education

The Daily News is an important medium of communication through which the school is interpreted to the public. The numerous programs for parents put on by the various schools throughout the school year are well attended. "Know Your School," a pamphlet series financed jointly by the PTA and the Teachers Association, has been instituted. The success of 12 million dollars in school bonds since 1961 gives direct evidence of school support. Indirect evidence of school evaluation by the community is found in the extent of parent participation in school affairs, the way in which real estate salesmen refer to the schools as one of the community's important assets, and the way in which the people of the community compare their schools with other nearby school systems which are among the best schools in the nation. While Madison is a high expenditure school district on a national basis with a gross expenditure of $1222 per child for 1964-65, this is only average for the area. The assessed valuation of $20,894 per child is high, in the top third of Washington County districts, but the tax rate is in the lower sixth. The fiscal operations of the school may be said to be competent.

Elementary Schools in Madison

A visitor to the Madison elementary schools is likely to be struck by several impressions. One notes the unusual abundance of instructional materials. There are many shelves of supplementary textbooks, encyclopedias and other references, and supplementary reading materials in each classroom in addition to well-stocked libraries in each school. The school system's annual report reveals that Madison spends $7.50 per elementary pupil annually for textbooks which are furnished free to pupils. Nearly every classroom appears to have a generous allotment of tape recorders, film projectors, overhead projectors, TV receivers, and other audio-visual equipment.

Madison's elementary schools are well staffed with 59 professional employees per thousand students, placing this school system above the 95th percentile for the schools of the nation. This high staffing ratio is manifest in both small class size (median of 24.75 at the elementary level) and an adequate roster of instructional specialists—librarians, and consultants in art, music, speech, science, homemaking, reading and physical education.

The curriculum at the elementary school level appears to be predominantly child-centered emphasizing the maximum realization of each child's capabilities with adaption to each child's interests and level of ability. Yet one is struck also by rather conventional instructional practices in most classrooms. Although many teachers are imaginative and creative in their teaching methods, there is little evidence of such innovations as team teaching, programmed instruction, and independent study. All elementary schools are still organized by grades although there is some quite tentative disposition to consider nongraded organization. Instruction appears to be generally good but rather conventional in character in most classrooms.

The Junior High School in Madison

Seventh grade pupils have a forty-period week of which fifteen periods are in a core program, including English, social studies, art, library and guidance. This introduction to junior high is bolstered by mathematics, one semester of general science, one semester of either homemaking or industrial arts, one semester of physical education, and one of music, plus five hours of electives from foreign languages of French, German and Spanish, glee club, cadet band or orchestra. In the eighth grade individual course work is taken instead of the core program. Other than the introduction of typing, the course ontline is very similar to grade seven. The ninth grade is a continuation of the eighth grade course with little or no new offerings.

The Madison Senior High School

In the senior high school program, the most descriptive key to explain the posture of the school is found in the fact that Madison grants three types of diplomas. The Arts Diploma is designed for admission to liberal arts colleges; the Science Diploma for admission to engineering colleges, and the High School Diploma for admission to most other colleges and universities. The first two diplomas are considered of equal academic status, while the High School diploma is selected by most non-college bound students. Madison High School courses are frequently offered in several levels of instruction to which students are assigned by guidance and administrative personnel. Factors influencing the assignment are past performance, teacher recommendation, potential ability, and student or parent preference. Among the various courses offered there are nine English courses.

ten in social studies, eight in science, thirteen different mathematics courses, ten in art, ten in music, twenty-six offerings in foreign languages, three in physical education, twenty-four in business education, eleven in home economics, and two in audio-visuals. In addition, the cooperative training program offers two work theory courses and industrial arts courses number eight. The co-curricular program is wide in scope and has good backing both from the students and the school.

The Madison High School secondary school curriculum is largely subject-matter oriented rather than student oriented and is largely college preparatory in character with heavy emphasis upon arts and sciences. Three-quarters of Madison's graduates attend some kind of post-secondary education and the average IQ of the student body is estimated at 120-125. Programs of study in non-college preparatory fields are spoken of almost with apology and one notes the less affluent equipment and facilities in the vocational curriculum of the school. One senses also a degree of social class differences and distance between students pursuing the High School Diploma and those pursuing the Arts Diploma and Science Diploma. In general, Madison secondary schools are well-equipped and well-staffed. The major exceptions would be the terribly cramped quarters of the Senior High School and the limited program and facilities in vocational education. Both of these restrictions may be relieved with the completion of planned additions to the secondary school facilities.

Other aspects of the educational program are special education programs, guidance, a rather complete testing program, programs for disadvantaged children, summer programs, and released-time for religious instruction. In addition, adult education is a quite comprehensive program and there is an inservice education program for teachers involving both credit and non-credit courses.

The Madison Teachers Association

The Madison Teachers Association appears to be the main vehicle through which the staff exercises any formal, independent influence on school policy, since no teachers' union functions in Madison. Members of the Association are represented on salary matters by a committee on professional standards which meets directly with the Board of Education at the time when the budget is being prepared for the coming year. At least some who have worked on this committee feel the work of the committee depends upon the teachers showing a militant attitude on salary questions.

There exists some cleavage between the Madison Teachers Association and the Superintendent and Board of Education. Lawrence Bennett, President of the Madison Teachers Association for the past eight years, is also President of the Washington County Teachers

Association. He feels that Superintendent Brewer is given unmerited credit for gaining benefits for teachers. He has also expressed the feeling that teacher benefits in Madison, although they appear good, are not as generous as they should be, considering the cost of living and the affluence of the community. Bennett also believes that the benefits that have been won should be credited to his own aggressive leadership of the Madison Teachers Association, rather than to the superintendent, whom he feels is much too disposed to acquiesce to the board's wishes. Bennett insists that teachers should have a far greater share in policy-making and is suspicious of Superintendent Brewer's interest in accomplishing this through a professional advisory commission. It is evident that Bennett is not an admirer of the Superintendent although one gains the impression that many teachers in Madison hold Superintendent Brewer in high regard. This is manifest by their willingness to work enthusiastically with the administrative staff on many aspects of curriculum development despite the uncooperative stance of the Madison Teachers Association.

Problems in Madison School District

A number of problems confront the Madison Township School District. Some are common to many school system; others exist because of the unique combination of circumstances extant in Madison. Some of the citizens and educators in the Madison School District have mentioned the following problems related to school-community:

1. Relationship of the public schools to the community recreational program and better recreational and social opportunity for children in disadvantaged neighborhoods.
2. Traffic safety.
3. Proportion of pupils being sent to parochial schools.
4. Increasing concern of laymen about the ability of the public schools to prepare students for college entrance.
5. Awareness of the existence and educational needs of the low socio-economic groups and racial minorities.
6. Definition of respective roles of parents and professional staff.
7. Development of further leadership among principals.
8. Further improvement of teacher participation in policy-making.
9. Increased professional militancy of the Madison Teachers Association.
10. Further improvement in communication within the school system.
11. Establishment of a greater sense of building identity among the elementary schools.
12. Greater leadership training opportunities for pupils.
13. Better educational programs for non-college bound youth.
14. Better use of instructional methods and media.

Sketches of Selected Personnel from Madison School District and Community

James Brewer—Superintendent of schools. Mr. Brewer has a Doctor of Education degree. Dr. Brewer is only the fourth superintendent at Madison since 1900 and his appointment came in 1961. Dr. Brewer had previously held superintendencies in an adjoining state. At the time of his appointment, Board of Education members were divided on whether Madison should appoint as its new superintendent someone from outside the district or appoint Dr. Diane Seward, then Assistant Superintendent for Instructional Services in Madison. Dr. Seward had strong support for the position within the community, especially from those parents active in P.T.A.'s. Dr. Seward submitted an application for the position accompanied by a letter of resignation from her position to become effective if she were not the successful candidate for the superintendency. Since she was not elected, she left the district for other employment. Although the Board of Education voted 5 to 1 for Dr. Brewer's appointment, not all of the board members in the majority were sure at the time that they had made the correct decision. In any event, Dr. Brewer now enjoys wide support from the majority of board members, patrons and teachers although, as is usually the case, there are still those who resent his appointment and who freely criticize his administration of various aspects of the school system.

Charles J. Elgin—For many years all candidates for the Board of Education have been hand-picked by a self-perpetuating committee of lay citizens. In the last election, however, Mr. Elgin ran as an "opposition candidate" and defeated the selection committee's choice. Mr. Elgin campaigned as "the common man's choice." He generated substantial support, particularly from that sector of the Village of Madison housing Negroes, citizens of Italian descent, and other voters who bore smoldering resentment against the cavalier demeanor of board members who represented the "landed gentry" of the community. Since Mr. Elgin has been seated on the board, attendance of interested citizens at board meetings has picked up from a dozen or so to fifty or more and, on some occasions, a hundred or more persons.

Mrs. Arthur Hamilton—President of A.A.U.W. Mrs. Hamilton is one of the community leaders. Her influence has been felt in previous school matters.

Carl F. King—Dr. King is Assistant Superintendent for Instructional Services. He is in charge of all matters pertaining to the curriculum and the instructional program, is appointed by the Board of Education, and is responsible to the Superintendent of Schools. Dr. King's appointment in 1962 gave Madison the services of a first-class educational leader in curriculum and instruction. An Instructional Council was created shortly after Dr. King's appointment. This Council has brought together some of the ablest faculty members of the school system to help plan and guide Madison's aspirations toward the improvement of education.

Irene Ayres—President of P.T.A. at Madison Senior High. The scope of P.T.A. activities is very broad and the P.T.A.'s exercise considerable power in the affairs of the school district. In addition to presiding at regular P.T.A. meetings, the president of the P.T.A. attends executive board meetings, meetings of the P.T.A. Council, and Board of Education meetings. The P.T.A.'s hold a variety of benefits—fairs, card parties, shows, for example—as part of their annual fund drives. It is not uncommon for such events to net more than $1000. These monies are used to purchase various goods and services for these schools.

Clare McCord—High School Principal. Mr. McCord is new to Madison and to Madison High School. He arrived during the month of July to assume the high school principalship. Mr. McCord has come from another secondary school in the state and is well known among the educators of Lafayette as a young and competent leader. Dr. Brewer has been very pleased with the new "drive" and "direction" being exerted by Mr. McCord and has been placing major responsibilities in his hands. Personnel from Lafayette State University and from the Lafayette State Department of Public Instruction have expressed pleasure in the fact that Mr. McCord accepted the position as high school principal in Madison.

BUILDING PERSONNEL ROSTERS

Board of Education

Mr. Austin Wade—President
Mr. Samuel B. Wiley—Vice President
Mrs. Leonard J. Short
Mrs. William S. Fenster
Mr. Charles J. Elgin
Mr. Richard W. Flynn

Administration

Dr. James L. Brewer	Superintendent of Schools
Dr. Carl F. King	Assistant Superintendent for Instructional Services
Dr. Walter Hauser	Assistant Superintendent for Business Management
Mr. Emil S. Winer	District Clerk and Director of Accounting
Mr. Robert D. Jardine	School Attorney
Mr. James Brobst	Treasurer
Mrs. Sue Fischer	Secretary to Superintendent

Madison High School

Claire G. McCord—Principal
Kenneth Ross—Assistant Principal
Nancy G. Barry—Guidance Counselor
Robert Holley—Guidance Counselor
Claude Sheets—Guidance Counselor
Natalie Shively—Guidance Counselor
Curtis Whitt—Director of Guidance

- Adams, Betty Jo
  - Drama and Speech
- Asbury, Ruth (Mrs.)
  - English
- Base, Harold R.
  - Mathematics
- Begley, Georgia P. (Mrs.)
  - Health and Physical Education
- Beresh, Ann
  - Spanish
- Berry, Charles S.
  - Physical Education
- Bolton, Bernice S. (Mrs.)
  - French
- Brodowsky, Carolyn S. (Mrs.)
  - Russian, French
- Brooks, Lucille
  - Physical Education
- Burkhead, Carol D.
  - English
- Cain, Herman
  - Chemistry
- Carmichael, David
  - Music
- Carr, Jane A. (Mrs.)
  - Physical Education
- Carver, Edward
  - History
- Cathers, Sherry (Mrs.)
  - Psychologist
- Cochran, Charles I.
  - Mathematics
- Coleman, Ronald L.
  - Health, Audio- Visual Education, Driver Education, Athletics
- Coons, Charles H.
  - Physics
- Coup, Ronald
  - History
- Daniels, Rosalie M. (Mrs.)
  - Business Education
- Davidson, Mary (Mrs.)
  - Home Economics
- Davis, Virginia E.
  - German, French
- Dunn, Michael
  - Spanish
- Eads, Ernest D.
  - Psychology, Athletics, Driver Education
- Ebright, Robert
  - Business Education

- Edwards, Richard
  - Business Education
- Englehart, Louise
  - Librarian
- Evans, Joseph
  - Industrial Arts
- Fouch, Fay O.
  - History
- French, Harold W.
  - Biology
- Gary, Lucian
  - English
- Glenn, Allen
  - Chairman, English
- Hard, Richard G., Jr.
  - History
- Hartman, Larry
  - Music
- Hood, Daryl F., Ed.D.
  - History
- Howard, Lewis Ray
  - Biology (On Sabbatical)
- Hughes, Charlotte
  - Mathematics
- Irwin, Christine
  - Spanish
- Ivy, Sandra E. (Mrs.)
  - Business Education
- Jackson, Robert E.
  - Industrial Arts
- Jennings, Howard F.
  - Driver Education, Athletics
- John, Frances L.
  - Physical Sciences
- Jones, Karen L. (Mrs.)
  - French
- Kay, Sherry (Mrs.)
  - Business Education
- Keyes, Donald
  - Chairman, History
- Koster, Gerald M.
  - Attendance Supervisor
- Lament, Kenneth
  - Director, Audio-Visual and Adult Education
- Leslie, Paul
  - English
- Lewis, Mary M. (Mrs.)
  - Chemistry
- Maloof, Fred E.
  - Director, Guidance Services
- May, Stanley E.
  - Director of Interscholastic Athletics
- McCall, James P.
  - Director, Health, Physical Education, and Safety
- Mellott, Merrill
  - Director of Music and Fine Arts
- Messer, Philip
  - Music
- Meyer, Carolyn (Mrs.)
  - Art
- Miller, Ina (Mrs.)
  - English
- Mond, Keith
  - Mathematics
- Morris, Kay
  - Business Education
- North, Winston H.
  - Biology
- Oaks, Maxwell
  - English
- Owens, Jonathan
  - French
- Palmer, Mabel
  - English
- Pruden, Jack R.
  - Physical Education
- Quinn, Daniel John
  - Biology
- Rea, Marjorie (Mrs.)
  - Chairman, Foreign Languages
- Reber, Barry
  - History
- Rush, Robert W.
  - Mathematics
- Ryan, Michael J., Jr.
  - English
- Samuels, Gaylord
  - Chairman, Business Education and Practical Arts and Teacher in charge at Sperry Annex
- Serr, Willis
  - History
- Showman, Vivian
  - Librarian
- Sims, Leo K.
  - Mathematics
- Smucker, Steve F.
  - Chairman, Mathematics
- Speckman, Anna
  - Speech Therapist
- Stevenson, Neil
  - Driver Education, Mechanical Drawing
- Stuart, Carl W.
  - Industrial Design, Art

Sutton, Mona (Mrs.)
Reading

Sweeney, Lawrence
History

Talbott, David
English

Taylor, Stephen A.
Physical Education, Athletics

Thorpe, Peter
Coordinator of Cooperative Work Study Program, Industrial Arts

Tipton, Joe E.
English

Trott, Rosa
History

Tucker, Carlton
Mathematics

Vincent, Ronald C.
English

Wallace, Lynda Alice
French

Ward, Mary Lou (Mrs.)
Nurse

Waters, Helen
Director of Cafeteria

Weaver, C. Bradford
English

West, Ronald W.
Mathematics, Latin

Winter, Helen G. (Mrs.)
English

Wright, Ruth
Home Economics

Young, Douglas F.
Chemistry

Office Staff

Anita Biggs
Secretary

Rita Black (Mrs.)
Typist—Guidance Office

Doris Kay (Mrs.)
Typist—Library

Vivian Rose (Mrs.)
Typist—Guidance Office

Elaine Thomas (Mrs.)
Stenographer—Guidance Office

Grace Webb (Mrs.)
Typist—Main Office

Elva Winters (Mrs.)
Typist—Main office

Anna York
Typist—Library

Edison Elementary School

Pat Watkins—Principal

Adams, Eugene
Head Custodian

Bahrich, Lillian (Mrs.)
First

Baker, Rea (Mrs.)
Kindergarten

Barnes, Jane (Mrs.)
Three (Gr. Chairman)

Birchfield, Orville
Custodian

Bluyer, Grace (Mrs.)
Art

Bradley, June
Food Service Helper (part-time)

Burger, Charles
Fifth

Cardwell, Joan (Mrs.)
First

Collins, Christine
Fourth

Colvin, Elizabeth (Mrs.)
Reading

Cox, Rosie (Mrs.)
Cook-Manager

Crosby, Susie (Mrs.)
Sixth

Cummins, Geraldine
Second

Ferrell, Kristy
Fourth

Gebhardt, Beverly (Mrs.)
Music

Grossman, Sarah
Kindergarten

Harsh, Betty M. (Mrs.)
Typist

Hess, Freda (Mrs.)
Third

High, Catherine G.
Psychologist (Mars School)

Hobbs, Kay F.
First
Kegler, Elizabeth (Mrs.)
Elementary Resource (Mars/Edison)
Kitchen, Joanne (Mrs.)
Food Service Helper
Lane, Eva
Second
Lewis, Diana (Mrs.)
Librarian
Liken, Elizabeth (Mrs.)
Speech (Fulton/Edison)
Madigan, Albert
Custodian
Martin, Judith (Mrs.)
Food Service Helper
Masser, Virginia (Mrs.)
Physical Education
Meuller, Marjorie (Mrs.)
Nurse
Moody, Sandra
Second
Oney, Jack
Music (Edison/JH)
Rodgers, Barry J.
Sixth
Roy, Martha J. (Mrs.)
Fifth
Shepherd, Linda (Mrs.)
Secretary
Simmons, Gwen
Third
Spring, Sylvia (Mrs.)
First
Steele, Kathleen
Second
Strawn, Linda
Second
Timberlake, Phyllis (Mrs.)
Fourth (Grade Chairman)
Vernon, Margaret L. (Mrs.)
Dental Hygienist (All Schools)
Wendel, Katherine (Mrs.)
Kindergarten (Half-time)
Wharton, Clarence
Sixth
Wiggins, Linda (Mrs.)
Fifth
Williams, Joyce (Mrs.)
Food Service Helper (Part-time)
Woods, Norman
Physical Education
Wolfskill, Eugene B.
Sixth
Young, Wilma
Fifth
Zeldman, Gordon
Custodian

MADISON PUBLIC SCHOOLS

Secondary Curriculum

IN - BASKET

Part I

(Items SC-1-1 to SC-1-27)

Prepared by:
WARD SYBOUTS
University of Nebraska
and
M. SCOTT NORTON
University of Nebraska

The research reported herein was performed pursuant to a contract wi the United States Department of Health, Education, and Welfare, offi of Education. Project HRD 411-65, was under the direction of Ward Sybou and Dale K. Hayes of the Department of Educational Administrati University of Nebraska.

SC-I

INSTRUCTIONS: PART I

You are to assume the position of Mr. Clare G. McCord, Madison High School principal. The material on your desk is that which is involved in a typical day's work during the latter part of October. It is mid-week. Yesterday afternoon you had a meeting with the League of Women Voters. This meeting was followed by a meeting with the English teachers to review plans for ordering new materials. After meeting with the English teachers and checking with the evening custodian about a damaged towel dispenser in one of the boys restrooms, you went directly home. Your wife had planned on going out for an early dinner—her bridge group was having their annual husband and wife night. The items on your desk are an accumulation from yesterday afternoon and this morning's mail.

You are to determine what you would do with each item. Actually perform whatever is in order, write the letter; if a phone call is necessary, indicate who you would call and what you would say.

Upon the completion of the items on your desk, take "five" and have a cup of coffee. As you reflect upon the material with which you have dealt, assuming it is rather typical of the things with which you have been faced during the year, what generalizations would you make? Is there an area or areas within the school program which seem to be generating problems? What are the basic problems underlying much of your work as you see it and what kinds of plans are needed when taking a long range view of the situation?

HIGHLAND OLDSMOBILE
489 CHESTNUT AVENUE
CEDAR PARK
LAFAYETTE

October 19, 1967

Mr. Clare G. McCord, Principal
Madison High School
Madison, Lafayette 21486

Dear Clare,

I wanted to report to you we are still in need of a man in our parts department. Of the four names you gave me, only one, Harry Worth, showed up for an interview. I am afraid he would not be able to fit into our organization at all.

It would sure help if you could line up some other young men who would develop into good employees for us. You know what we are willing to pay and naturally for that kind of money we expect a top flight young man. We need this position filled right away so any help you can give will be appreciated.

Sincerely,

John Merry

John Merry

JM:ag

P.S. How is your new Olds running?

MADISON SCHOOL DISTRICT

Requisition Form

No. 7345697

Date October 23, 1967
Building Madison High School
Department Industrial Arts

Item	**Quantity**	**Price**
283 cu. in. V-8 Chevrolet Block	4	$ 350.00 ea.
Valve Grinder No. A5643	1	1285.00
Transmission Kit No. RD642-3	1	272.85

Requested by Gaylord Samuel **Approved** ____________
Principal

MADISON HIGH SCHOOL

STANDARD MEMO FORM

- ☐ Your Information
- ☐ Suggested Reply
- ☐ Appropriate Action
- ☐ Your Recommendation
- ☐ Please Return
- ☐ Your Files
- ☐ Direct Reply
- ☐ Carbon copy for our file

Date 10/24

To Dept. of ______ Attn: Mr. McCord

From: G.S. Dept. ______

Subject: ______

Message:

Mr. Elgin was through the shop the other day and was visiting with Bob Jackson and me about our equipment. He indicated he was sure the district budget would handle the items we have been needing in the General Transportation course.

I want to mention to you that I took the liberty to visit with him about my request from last June 25 that was turned down on the Automatic Data Processing class equipment and the Vocational Guidance Counselor. He encouraged us to push for these items plus our needed shop equipment and electric typewriters for this next budget. For your help and information the following prices are listed:

(continued)

SC-1-3

Please use Standard Forms where ever possible.
Available in following sizes, 8½ x 5½—8½ x 11 and several colors at General Stores.

MADISON HIGH SCHOOL

STANDARD MEMO FORM

- ☐ Your Information
- ☐ Suggested Reply
- ☐ Appropriate Action
- ☐ Your Recommendation
- ☐ Please Return
- ☐ Your Files
- ☐ Direct Reply
- ☐ Carbon copy for our file

Date 10/24

To Dept. of ______ Attn: Mr. McCord

From: G.S. Dept. ______

Subject: (Page 2)

Message:

3	IBM Key Punch No. 122	$1200 per year (ea.)
1	IBM Sorter No. 440	850 per year
1	IBM Printer No. 660	1150 per year
1	IBM Duplicator No. 670	1072 per year
1	Staff Addition (Vocational Counseling)	$9000
	Office Equipment	750
	Miscellaneous Vocational Guidance Materials	250
20	IBM Selectrics	$ 450 (each)

SC-1-3

Please use Standard Forms where ever possible.
Available in following sizes, 8½ x 5½—8½ x 11 and several colors at General Stores.

FULLMORE DRUGS
YOUR FRIENDLY NEIGHBORHOOD DRUGIST
MADISON, LAFAYETTE

October 20, 1967

Mr. Clare G. McCord
Madison High School
Madison, Lafayette

Dear Mr. McCord:

I have been faced with a growing problem which I must call to your attention. I hate to have to do this, but I have no other choice.

Several of the boys who have been working during part of the school day in your work-study program have been meeting in my store before they return to school. I have noticed a number of small things have been missing as they congregate near the counter where I have a young woman assigned. I am not able to give you their names but know them by sight.

Will you please re-organize the program in some way which will prevent this from re-occurring. Actually, I don't see how we can justify having them away from the school during the day.

Sincerely yours,

William L. Smith

William L. Smith

WLS:mlf

SC-1-4

MADISON HIGH SCHOOL

STANDARD MEMO FORM

Date 10/24

To Dept. of

Attn: Mr. McCord

From: Joseph Evans

Dept.

Subject:

☐ Your Information
☐ Suggested Reply
☐ Appropriate Action
☐ Your Recommendation
☐ Please Return
☐ Your Files
☐ Direct Reply
☐ Carbon copy for our files

Message:

I came down 5th, and again 6th, period but missed you both times. I think I should get this information to you, however, because I think we have another instance of one of our policies being disregarded.

Buddy Klarke was taken from History of Asian People and assigned to my class, General Woodworking. I don't see how we can expect Buddy to catch up in General Woodshop any more than we would expect him to catch up in history or English. It gets to the place where we have to handle every slow learner or problem the English and history people can't take care of.

I'm sorry if I sound burned but this has happened just once too often.

SC-1-5

Please use Standard Forms where ever possible.
Available in following sizes, 8½ x 5½ – 8½ x 11 and several colors at General Stores.

MADISON HIGH SCHOOL

STANDARD MEMO FORM

Date 10/20

To Dept. of

Attn: Mr. McCord

From: Lynda Wallace

Dept.

Subject:

☐ Your Information
☐ Suggested Reply
☐ Appropriate Action
☐ Your Recommendation
☐ Please Return
☐ Your Files
☐ Direct Reply
☐ Carbon copy for our files

Message:

At the last faculty meeting, as you recall, you mentioned the selection of students for the National Honor Society and pointed out some of the problems involved. I agree with you on this matter 100 per cent.

There is a related problem which I have discussed with a number of the other teachers (Charles Coons, Virginia Davis, Marjorie Rea, and Leo Sims, in particular), and we feel it should be placed on the agenda for a faculty meeting in the near future. It relates to the selection of the valedictorian and salutatorian. As it now stands, a student who is not interested in an Arts Diploma or a Science Diploma may actually be valedictorian. The truth of the matter is that it would appear that this very thing could happen this year. Beth Colliers, who has taken nothing but commercial courses, may have the highest grade average at the end of the year.

SC-1-6

Please use Standard Forms where ever possible.
Available in following sizes, 8½ x 5½ 8½ x 11 and several colors at General Stores.

411 Stony Road
Madison, Lafayette
October 19, 1967

My dear Mr. McCord:

As president of the AAUW, I am interested in working in a close pattern of friendly cooperation with our local schools. I feel I can speak for our entire membership in this respect and assure you of our wholehearted support.

As you are very well aware, Dr. and Mrs. Collington and Mr. and Mrs. Williamson of the First Federal Trust and Investment Company have both sent their girls to a private school this year. I have visited with Dr. Collington and Mr. and Mrs. Williamson concerning their decision. In both instances they have indicated the main reason for this change was their concern over their daughters' ability to (1) get into an acceptable college, and (2) compete adequately in the area of college English. Others have also voiced the opinion that our students do not do as well as they should in college English.

I realize we have well qualified English teachers and that most assuredly our elementary schools are giving an adequate foundation. I also recall hearing you discuss the facts and figures relating the number of students going on to college from Madison High School. All this is well and fine; however, if key persons are not getting an adequate foundation in English, there is a serious problem.

Could Mrs. W. C. Barnett and I have an appointment to visit with you about this problem during the afternoon of November 3?

Sincerely,

Janet Hamilton

Mrs. Arthur Hamilton
President, AAUW

SC-1-7

STATE ACTIVITY ASSOCIATION
HARPER BUILDING
BOX 48693
CENTRAL CITY, LAFAYETTE

October 18, 1967

Mr. Clare G. McCord, Principal
Madison High School
Madison, Lafayette

Dear Clare:

It has been brought to our attention that the tie for first place in your league is pretty sure to remain after the last game. From following the two teams in first and looking at the schools they have to play, it is a pretty safe bet that a vote by league officials will have to be held.

We are scheduling a meeting in our Conference Room for 1:30 on November 3. If the tie remains by then (I'm sure Central has no chance against Wilcox North), we will vote at that time. All league representatives will have to be here. I am particularly concerned that persons such as yourself show up for this meeting as it could be a bit rough if we have contingencies here from both schools tied in first place.

See you on the 3rd.

Sincerely yours,

Wilbur C. Smart

Wilbur C. Smart

WCS:rd

SC-1-8

BRY-CO CORPORATION
JOB CORPS DIVISION
P. O. BOX 481
POINT BOROUGH, MICHIGAN

October 18, 1967

Mr. Clare G. McCord, Principal
Madison High School
Madison, Lafayette

Dear Mr. McCord:

Re: John H. Kelley

Will you please forward to us the complete school record for John H. Kelley? John has recently been admitted to our Job Corps Program and we are interested in gaining all the information we possibly can about his background.

Anecdotal and scholastic records will be helpful.

Yours truly,

JC Williamson

J. C. Williamson
Admissions and Processing

JCW:tek

SC-1-9

PERSONAL DATA

Name Kelly (Last) John (First) H. (Middle) Sex Male

Address 3416 North Oak Road Phone 632-4141

Date of Birth March 22, 1950 Place of Birth Madison, Lafayette

PHOTO

Parents or Guardian		Address	Occupation
Father	Francis Kelly	3416 North Oak Road	Custodian - Natl. Bank
Mother	Mrs. Francis Kelly	3416 North Oak Road	Secretary - Northside Scrap Metal Co.
Guardian			

Living With Parents (Name) Relationship to student

Data Regarding Parents Deceased Divorced Separated

Entry Date Sept. 1965

Grade Entered 10th

Entered From Madison Jr. High

Brothers Name	Age	Sisters Name	Age	Others Living in Hom	Relationship to Student
Richard	19	Joan	15		
Patrick	9				

HEALTH EXAMINATION

Dates Given

Special Health Factors

INTELLIGENCE TESTS

Date	Name of Test	Score
Oct. 1963	California Test of Mental Maturity	119
Oct. 1965	California Test of Mental Maturity	112

ACHIEVEMENT TESTS

Date	Name of Test		Grade Placement
Oct. 1965	California		10.1
		Reading	11.4
		Language	11.4
Oct. 1964	ITED	Composite	81%

OTHER TESTS GIVEN

Date	Name of Test	Result	Given By

DISCIPLINARY ACTION

Date	Reason

EDUCATIONAL DATA — VOCATIONAL DATA

Withdrew Feb. 1967 Name John H. Kelly

Secondary School Record

Educational Data

Year 1964-65 Grade 9	1st. Sem.			2nd Sem.		
Subject	C Mrk	A Mrk	Sem Hrs	C Mrk	A Mrk	Sem Hrs
English 1		D	5		D	5
Mathematics		D	5		D	5
Cit. Educ.		D	5		D	5
Typewriting		D	5		D	5
9th Phys. Educ.		C	3		D	3
Days Absent						
Semester Hours for Year						

Year 1965-66 Grade 10	1st. Sem.			2nd Sem.		
Subject	C Mrk	A Mrk	Sem Hrs	C Mrk	A Mrk	Sem Hrs
English 2		C	5		F	0
Algebra		D	5		D	5
World History		D	5		F	0
Engine Mechanics		D	5			
Health		B	2			
Phys. Educ.		B	3			
Driver Educ.		B	3			
Woodworking					D	5
~~Days Absent~~ Intro. to Art					D	5
Semester Hours for Year						

Year 1966-67 Grade 11	1st. Sem.			2nd Sem.		
Subject	C Mrk	A Mrk	Sem Hrs	C Mrk	A Mrk	Sem Hrs
English 3		F	0			
Geometry		F	0			
American History		F	0			
Work Theory		C	5			
Adv. Woodworking		D	5			
Phys. Educ.		C	3			
Days Absent						
Semester Hours for Year						

Graduation Data

Total Semester Hours
Rank in Class
Number in Class
Graduated Date
Comments

Year Grade	1st. Sem.			2nd Sem.		
Subject	C Mrk	A Mrk	Sem Hrs	C Mrk	A Mrk	Sem Hrs
Days Absent						
Semester Hours for Year						

Year Grade	1st. Sem.			2nd Sem.		
Subject	C Mrk	A Mrk	Sem Hrs	C Mrk	A Mrk	Sem Hrs
Days Absent						
Semester Hours for Year						

Year Grade	1st. Sem.			2nd Sem.		
Subject	C Mrk	A Mrk	Sem Hrs	C Mrk	A Mrk	Sem Hrs
Days Absent						
Semester Hours for Year						

Summer School

Subject	Yr.	Mrk	Sem Hrs	Mrk	Sem Hrs
Days Absent					
Semester Hours for Summer School					

Vocational Data

VOCATIONAL PREFERENCE Mechanic

VOCATIONAL SUGGESTIONS

Vocation	Suggested By
Skilled Labor	Counselor

WORK EXPERIENCE

Date	Type of Work
Summer 1965	Truck garden helper
School year 1965-66	Grocery store sacker
Summer 1966	Grocery store sacker
School year 1966-67	Dry cleaners - delivery boy

WORK PLACEMENT

Date	Type of Work
September 1966	Carpenter's helper

EDUCATIONAL PLANS	Date
Trade school	Spring 1966

VOCATIONAL PLANS	Date
Mechanic	Spring 1966

SPECIAL DATA

Name John H. Kelly

Activities—

ORGANIZATION Member	Date

OFFICES HELD

Office	Organization	Date

AWARDS AND HONORS

Description	Date

CHURCH PREFERENCE Catholic

CHURCH ACTIVITIES

COMMUNITY ACTIVITIES Date

None

INTERESTS, HOBBIES, AND SPECIAL EXPERIENCES

Cars

SPECIAL ABILITIES

Record of Incidents

John H. Kelly

11/19/65	Used car during noon hour without permission. Went home to change shirt.
9/21/66	Truant p.m. Returned to school next day.
11/10/66	Behavior problem in Mrs. Helen Winter's class.
2/16/67	Withdrew from school.

CENTRAL HIGH SCHOOL
HILLSDALE, LAFAYETTE

October 18, 1967

Mr. Clare McCord, Principal
Madison, High School
Madison, Lafayette

Dear Clare:

A problem has come up which I need to bring to your attention as our league representative for the State Activities Association.

As you know, next weekend we play St. Paul Catholic of Lake City. We feel we have a real good chance against them. If we win, and we expect to, we then face Wilcox who is tied for first. The officials who are assigned to the Wilcox game are not satisfactory to us at all. We have had run-ins with three of them before. As stated in the state association rules, the officials must be "mutually agreed upon."

As our district athletic association representative, we have to turn this matter over to you. Please let us know what you are able to work out.

Yours truly,

Phil

Phillip Harskins, Principal

PH:brn

SC-1-10

MADISON HIGH SCHOOL

STANDARD MEMO FORM

ate 10/23
3:50

o Dept. of

Attn: Mr. McCord

rom: Mrs. Carolyn Meyer

Dept.

ubject:

☐ Your Information
☐ Suggested Reply
☐ Appropriate Action
☐ Your Recommendation
☐ Please Return
☐ Your Files
☐ Direct Reply
☐ Carbon copy for our files

lessage:

I need your help and advice. As you know, my son Mark is now in junior high. He is taking Algebra I from Miss Barbara Clark. Things have not been going at all well, but I have tried to keep out of the issue as much as possible. Now I have three confirmed reports that Miss Clark is making it as rough as she can on Mark and that she is ridiculing our high school math department.

Can you help me?

SC-1-11

Please use Standard Forms where ever possible.
Available in following sizes 8½ x 5½, 8½ x 11 and several colors at General Stores

---

MADISON HIGH SCHOOL

STANDARD MEMO FORM

Date 10/24

To Dept. of

Attn: Mr. McCord

From: Helen Winter

Dept.

Subject:

☐ Your Information
☐ Suggested Reply
☐ Appropriate Action
☐ Your Recommendation
☐ Please Return
☐ Your Files
☐ Direct Reply
☐ Carbon copy for our files

Message:

I am sending Cleveland to you. He has become such a disturbance I can no longer keep him in English. I have tried repeatedly but he simply will not do his work. This morning he did not have his work and when I asked him about it, he swore. I cannot keep him in my class.

(Cumulative folder attached)

SC-1-12

Please use Standard Forms where ever possible.
Available in following sizes 8½ x 5½, 8½ x 11 and several colors at General Stores

PERSONAL DATA

Name Brown (Last) Cleveland (First) G. (Middle) Sex Male

Address 3642 North Oak Road Phone 632-5832

Date of Birth May 6, 1949 Place of Birth Lake City, Lafayette

PHOTO

Parents or Guardian		Address	Occupation
Father	George W. Brown	3642 North Oak Road	Construction worker
Mother	Mrs. George W. Brown	3642 North Oak Road	Housewife
Guardian			

Living With Parents (Name) Relationship to student

Data Regarding Parents Deceased Divorced Separated

Entry Date Sept. 1965

Grade Entered 10th

Entered From Madison Jr. High

Brothers Name	Age	Sisters Name	Age	Others Living in Home Relationship to Student
Thomas	20			
Charles	19			
Carmen	17			
George	13			

HEALTH EXAMINATION

Dates Given

Special Health Factors

INTELLIGENCE TESTS

Date	Name of Test	Score
Oct. 1962	California Test of Mental Maturity	105
Oct. 1963	California Test of Mental Maturity	114
Oct. 1965	California Test of Mental Maturity	109

ACHIEVEMENT TESTS

Date	Name of Test	Grade Placement
Oct. 1965	California	10.1
	Reading	10.8
	Language	9.8

OTHER TESTS GIVEN

Date	Name of Test	Result	Given By

DISCIPLINARY ACTION

Date	Reason

EDUCATIONAL DATA — VOCATIONAL DATA

Name Cleveland Brown

Secondary School Record

Educational Data

Year 1964-65 Grade 9	1st. Sem.			2nd Sem.		
Subject	C Mrk	A Mrk	Sem Hrs	C Mrk	A Mrk	Sem Hrs
English 1		D	5		F	0
Algebra		D	5		D	5
General Science		D	5		D	5
Cit. Education		D	5		D	5
Woodworking		C	5		C	5
9th Phys. Educ.		B	3		B	3
Days Absent						
Semester Hours for Year						

Year 1965-66 Grade 10	1st. Sem.			2nd Sem.		
Subject	C Mrk	A Mrk	Sem Hrs	C Mrk	A Mrk	Sem Hrs
English 2		D	5		F	0
Geometry		F	0			
World History		D	5		D	5
Chorus		C	5		C	5
Gen. Transportation		D	5		C	5
Phys. Educ.		B	5		B	5
Football			2			
Driver Education					B	3
Days Absent						
Semester Hours for Year						

Year 1966-67 Grade 11	1st. Sem.			2nd Sem.		
Subject	C Mrk	A Mrk	Sem Hrs	C Mrk	A Mrk	Sem Hrs
English 3		F	0		D	5
Work Theory 1		C	5		C	5
American History		F	0		F	0
Chorus		B	5		B	5
Adv. Woodworking		C	5		C	5
Phys. Educ.		B	3		B	3
Days Absent						
Semester Hours for Year						

Graduation Data

Total Semester Hours
Rank in Class
Number in Class
Graduated Date
Comments

Year 1967-68 Grade 12	1st. Sem.			2nd Sem.		
Subject	C Mrk	A Mrk	Sem Hrs	C Mrk	A Mrk	Sem Hrs
Days Absent						
Semester Hours for Year						

Year Grade	1st. Sem.			2nd Sem.		
Subject	C Mrk	A Mrk	Sem Hrs	C Mrk	A Mrk	Sem Hrs
Days Absent						
Semester Hours for Year						

Year Grade	1st. Sem.			2nd Sem.		
Subject	C Mrk	A Mrk	Sem Hrs	C Mrk	A Mrk	Sem Hrs
Days Absent						
Semester Hours for Year						

Summer School

Subject	Yr.	Mrk	Sem Hrs	Mrk	Sem Hrs
Days Absent					
Semester Hours for Summer School					

Vocational Data

VOCATIONAL PREFERENCE Carpentry

VOCATIONAL SUGGESTIONS

Vocation	Suggested By
Skilled Labor	Counselor

WORK EXPERIENCE

Date	Type of Work
Summer 1966	Carpenter's helper

WORK PLACEMENT

Date	Type of Work
September 1966	Carpenter's helper

EDUCATIONAL PLANS Date

None

VOCATIONAL PLANS Date

Carpenter

SPECIAL DATA

Name Cleveland Brown

Activities—

ORGANIZATION

Member **Date** **Description**

AWARDS AND HONORS **Date**

CHURCH PREFERENCE **None**

CHURCH ACTIVITIES

COMMUNITY ACTIVITIES **None** **Date**

OFFICES HELD

Office **Organization** **Date**

INTERESTS, HOBBIES, AND SPECIAL EXPERIENCES

None

SPECIAL ABILITIES

Record of Incidents

Cleveland

5/10/65	Truant p.m. Wrote phony excuse to attend grandmother's funeral. Mother came to school with him next morning.
9/28/66	Tardy. Picked up Steve Nair and Roger Still. Said he had car trouble.
10/5/66	Left campus at noon without permission. Was seen smoking across street.
10/20/66	Truant all day. Conference with both parents.
4/12/67	Smoking in restroom.
5/8/67	Expelled from art class because of mouthy and ugly attitude in class.
9/25/67	Tardy - got up late.
10/3/67	Absent 6th period.
10/5/67	Missed detention period.

To: Mr. and Mrs. Brown

From: Daryl Hood, Principal

Re: Cleveland's truancy

Date: October 24, 1966

As a result of yesterday's conference, Cleveland has been re-admitted to school following his truancy of October 20. His retention in school will depend upon the following:

1. That his attendance be regular in every respect.
2. That his attitude, his behavior, and his general discipline be acceptable to the standards and faculty at Madison High.
3. That he will study in all classes commensurate with his ability.

As discussed yesterday, any infraction of the above agreement may result in suspension from school.

MADISON HIGH SCHOOL
STANDARD MEMO FORM

Date 10/24

To Dept. of

Attn: Mr. McCord

From: Miss Biggs

Dept.

Subject.

- ☐ Your Information
- ☐ Suggested Reply
- ☐ Appropriate Action
- ☐ Your Recommendation
- ☐ Please Return
- ☐ Your Files
- ☐ Direct Reply
- ☐ Carbon copy for our files

Message:

The F.B.I. agent was in to make a security check on Roger G. Fargo, who is now in the Army. He said he would be in at 10:00 in the morning.

SC-1-13

Please use Standard Forms where ever possible.
Available in following sizes, 8½ x 5½ 8½ x 11 and several colors at General Stores.

PERSONAL DATA

Name Fargo (Last) Roger (First) W. (Middle) Sex Male

PHOTO

Address 510 Stony Road Phone 532-6341

Date of Birth January 16, 1946 Place of Birth Madison, Lafayette

Parents or Guardian

		Address	Occupation
Father	James M. Fargo	510 Stony Road	Insurance
Mother	Mrs. James M. Fargo	510 Stony Road	Housewife
Guardian			

Living With Parents (Name) Relationship to student

Data Regarding Parents Deceased Divorced Separated

Entry Date Sept. 1961

Grade Entered 10th

Entered From Madison Jr. High

Brothers

Sisters

Others Living in Home

Name	Age	Name	Age	Relationship to Student
Robert	14	Jane	8	

HEALTH EXAMINATION

Dates Given

Special Health Factors

INTELLIGENCE TESTS

Date	Name of Test	Score
Oct. 1959	California Test of Mental Maturity	109
Oct. 1961	California Test of Mental Maturity	103

ACHIEVEMENT TESTS

Date	Name of Test	Grade Placement
Oct. 1961	California	10.0
	Reading	9.7
	Language	10.2
Oct. 1960	ITED	Composite 65% ile

OTHER TESTS GIVEN

Date	Name of Test	Result	Given By

DISCIPLINARY ACTION

Date	Reason

EDUCATIONAL DATA — VOCATIONAL DATA

Name Roger Fargo

Secondary School Record

Educational Data

Year 1960-61 Grade 9	1st. Sem.			2nd Sem.		
Subject	C Mrk	A Mrk	Sem Hrs	C Mrk	A Mrk	Sem Hrs
English 1		C	5		D	5
Algebra		C	5		B	5
General Science		B	5		C	5
Cit. Education		D	5		D	5
Spanish		D	5		F	0
Phys. Educ.		B	3		C	3
Days Absent						
Semester Hours for Year						

Year 1961-62 Grade 10	1st. Sem.			2nd Sem.		
Subject	C Mrk	A Mrk	Sem Hrs	C Mrk	A Mrk	Sem Hrs
English 2		D	5		C	5
Geometry		C	5		D	5
Biology		C	5		C	5
Chorus		B	5		B	5
World History		C	5		D	5
Phys. Educ.		B	3		B	3
Days Absent						
Semester Hours for Year						

Year 1962-63 Grade 11	1st. Sem.			2nd Sem.		
Subject	C Mrk	A Mrk	Sem Hrs	C Mrk	A Mrk	Sem Hrs
English 3		B	5		D	5
Intermediate Alg.		D	5		F	0
Physics		F	0			
American History		C	5		C	5
Chorus		B	5		B	5
Phys. Educ.		B	3		B	3
Days Absent						
Semester Hours for Year						

Graduation Data

Total Semester Hours

Rank in Class

Number in Class

Graduated Date

Comments

Year 1963-64 Grade 12	1st. Sem.			2nd Sem.		
Subject	C Mrk	A Mrk	Sem Hrs	C Mrk	A Mrk	Sem Hrs
Journalism		C	5		B	5
Amer. Life & Prob.		C	5		D	5
Business Eng. (4ML)		B	5		C	5
Intro. to Art		B	5		B	5
Typewriting		B	5		B	5
Phys. Educ.		B	3		B	3
Days Absent						
Semester Hours for Year						

Year Grade	1st. Sem.			2nd Sem.		
Subject	C Mrk	A Mrk	Sem Hrs	C Mrk	A Mrk	Sem Hrs
Days Absent						
Semester Hours for Year						

Year Grade	1st. Sem.			2nd Sem.		
Subject	C Mrk	A Mrk	Sem Hrs	C Mrk	A Mrk	Sem Hrs
Days Absent						
Semester Hours for Year						

Summer School

Subject	Yr.	Mrk	Sem Hrs	Mrk	Sem Hrs
Days Absent					
Semester Hours for Summer School					

Vocational Data

VOCATIONAL PREFERENCE College, then business

VOCATIONAL SUGGESTIONS

Vocation	Suggested By
Business, possibly newspaper work	Counselor

WORK EXPERIENCE

Date	Type of Work
Summer 1962	Lafayette Central Railroad
Summer 1963	Lafayette Central Railroad

WORK PLACEMENT

Date	Type of Work

EDUCATIONAL PLANS	Date
College - Business Administration	Spring 1962
College, maybe business school	Spring 1963

VOCATIONAL PLANS	Date
Some type of business	Spring 1962
Business	Spring 1963

SPECIAL DATA

Name Roger Fargo

Activities—

ORGANIZATION Member	Date
Glee Club	1961-62
Glee Club	1962-63
Sailing Club	1963-64
Glee Club	1963-64
School Newspaper	1963-64
Sailing Club	1963-64

OFFICES HELD

Office	Organization	Date

AWARDS AND HONORS

Description	Date

CHURCH PREFERENCE Protestant

CHURCH ACTIVITIES Choir

COMMUNITY ACTIVITIES	Date
Boy Scouts	Grade School
Little League Baseball	Grade School

INTERESTS, HOBBIES, AND SPECIAL EXPERIENCES

Boating

SPECIAL ABILITIES

Kenneth Lament, Director
Audio-Visual and Adult Education
Madison Public Schools

Dr. James Brewer
Superintendent of Schools
Madison, Lafayette

Dear Dr. Brewer:

While I have enjoyed my past work as Director of Audio-Visual and Adult Education in Madison, I feel that a change in organization is now in order. Increased work loads in both audio-visual and adult areas have been growing problems for several months.

As you know, the adult program requires much night work. Since the adult program is "self-supporting" in nature, I have not been able to hire extra help. My night salary is at the reimbursed state rate of $3.50 per hour. This pay really doesn't reflect the demands of the position.

Thus, I am requesting your consideration of the following proposal for the next school year.

Recommendation I - Establish an administrative position of Director of Vocational and Adult Education. This person would have charge of the total vocational and adult program. Salary should be a base amount as opposed to an hourly wage.

Recommendation II - Place a teacher on a one-half time basis to handle the audio-visual program.

Only through such action do I feel a quality program can be assured. I will be most happy to provide additional details.

Sincerely,

Kenneth Lament

Kenneth Lament, Director
Audio-Visual and Adult Education

KL:thn
cc Clare McCord

Dyatt Manufacturing Co.
Lake City
October 19, 1967

Dr. Carl King
Assistant Superintendent for Instruction
Madison Public Schools
Madison, Lafayette

Dear Dr. King:

I was rather surprised to learn of your opposition to the initiation of data processing instruction in the Madison Public Schools Vocational Program. In my opinion, this program is a must for modern vocational programs today.

At the present time, our company needs three programmers and our employment need in this area is bound to grow. Other businesses and industries are feeling the same personnel problem regarding trained people in data processing.

While equipment is costly, I understand that the state pays for a large percentage of equipment costs.

This program is needed. The field is a growing one.

I hope that your vocational program plans will give data processing high priority.

Sincerely,

DYATT MANUFACTURING CO.

Tom Cloud

Tom Cloud, President

TC:dan
cc Clare McCord
cc James Brewer

Mrs. John Ayres, President
P.T.A.
Madison High School
October 20, 1967

Mr. Clare McCord, Principal
Madison High School
Madison, Lafayette

Dear Mr. McCord:

While I had hoped to see you in person on this matter, it seems that my schedule has been busier and busier since becoming your P.T.A. president.

Several parents have called me concerning the guidance program at Madison Senior High School. They are concerned that none of the guidance counselors are trained vocational guidance persons. Is this correct?

With the increased emphasis on vocational education, it seems that at least one trained person in vocational guidance would be a real asset. Is such an addition a possibility for next year? I understand that money is available from the county or other agency to pay for this person's salary.

I'd like to report something on this at our November P.T.A. meeting.

Thanks for your consideration of this P.T.A. concern.

Sincerely,

Irene Ayres

Irene Ayres

MADISON HIGH SCHOOL

STANDARD MEMO FORM

Date 10/24

To Dept. of ____________ Attn: Mr. McCord

From: Curtis Whitt Dept. ____________

Subject: ____________

☐ Your Information
☐ Suggested Reply
☐ Appropriate Action
☐ Your Recommendation
☐ Please Return
☐ Your Files
☐ Direct Reply
☐ Carbon copy for our files

Message:

It seems that lately our offices have been filled with girls and boys looking for part-time jobs. In most cases these have nothing to do with post graduate career aspirations. When 75% of our students go to college after graduation, don't you agree that we should concentrate on them?

Perhaps we should refer these students looking for jobs to the employment service so that our time could be spent more effectively on other matters.

CW

SC-1-17

Please use Standard Forms where ever possible.
Available in following sizes, 8½ x 5½ 8½ x 11 and several colors at General Stores

433 Stony Road
Madison, Lafayette
October 19, 1967

Mr. Clare G. McCord, Principal
Madison High School
Madison, Lafayette

Dear Mr. McCord:

My daughter, Julie, has been extremely disturbed since her last visit with her counselor. They discussed her most recent tests (Julie calls them Iowa tests), and she was advised to attend a junior college before entering a major university.

Now we have always planned that Julie would go to Lafayette University next fall. Would you please tell Mr. Whitt to be more careful of what he recommends to our daughter?

Sincerely,

(Mrs.) Robert Vaye

Mrs. Robert Vaye

MADISON HIGH SCHOOL

STANDARD MEMO FORM

Date 10/25

To Dept. of ______ Attn: Mr. McCord

From: Miss Biggs Dept. ______

Subject: ______

☐ Your Information
☐ Suggested Reply
☐ Appropriate Action
☐ Your Recommendation
☐ Please Return
☐ Your Files
☐ Direct Reply
☐ Carbon copy for our files

Message:

Mrs. Young phoned and said Pam was getting married. She wanted her to check out of school. It seems Pam is marrying the Yost boy and he has a job in Bay City. Since this involved a sizable bill for lunches and library fines, Mr. Ross felt you should handle it.

(Cumulative folder attached)

SC-1-19

Please use Standard Forms where ever possible.
Available in following sizes, 8½ x 5½—8½ x 11 and several colors at General Stores.

PERSONAL DATA

Name Young (Last) Pamela (First) J. (Middle) **Sex** Female

PHOTO

Address 3251 Adams Street **Phone** 542-6342

Date of Birth August 3, 1950 **Place of Birth** Lake City, Lafayette

Parents or Guardian

		Address	Occupation
Father	Ronald H. Young	3640 Sand Street 542-3318	Factory Worker
Mother	Mrs. Ronald H. Young	263 West 32nd Street 542-2631	Waitress - [illegible] Moose Club
Guardian			

Living With Mrs. Ronald Young (Name) Mother (Relationship to student)

Data Regarding Parents Deceased Divorced X Separated

Entry Date Sept. 1965

Grade Entered 10th

Entered From Lake City Jr. High

Brothers None

Name	Age

Sisters

Name	Age
Nancy	20
Judith	19

Others Living in Home

Relationship to Student

HEALTH EXAMINATION

Dates Given

Special Health Factors

INTELLIGENCE TESTS

Date	Name of Test	Score
Oct. 1964	Otis	112
Oct. 1965	California Test of Mental Maturity	110

ACHIEVEMENT TESTS

Date	Name of Test	Grade Placement
Oct. 1965	California	10.0
	Reading	10.2
	Language	11.0
Oct. 1964	ITED	Composite 74%ile

OTHER TESTS GIVEN

Date	Name of Test	Result	Given By

DISCIPLINARY ACTION

Date	Reason

EDUCATIONAL DATA — VOCATIONAL DATA

Name Pamela Young

Secondary School Record

Educational Data

Year 1964-65 Grade 9	1st. Sem.			2nd Sem.		
Subject	C Mrk	A Mrk	Sem Hrs	C Mrk	A Mrk	Sem Hrs
English I		F	0		D	5
Spanish		B	5		C	5
Algebra		F	0			
Cit. Educ.		C	5		D	5
Home Ec.		D	5			
Phys. Educ.		B	3		B	3
Mathematics					D	5
Days Absent						
Semester Hours for Year						

Year 1965-66 Grade 10	1st. Sem.			2nd Sem.		
Subject	C Mrk	A Mrk	Sem Hrs	C Mrk	A Mrk	Sem Hrs
English 2		F	0		D	5
Biology		D	5		D	5
Algebra		D	5		F	0
World History		C	5		D	5
Clothing		D	5			
Phys. Educ.		D	3			
Chorus					C	5
Health Educ.					C	3
Days Absent						
Semester Hours for Year						

Year 1966-67 Grade 11	1st. Sem.			2nd Sem.		
Subject	C Mrk	A Mrk	Sem Hrs	C Mrk	A Mrk	Sem Hrs
Phys. Science		D	5		F	0
Amer. History		D	5		F	0
Typewriting		C	5		C	5
English 3		D	5			
Shorthand		D	5		D	5
Phys. Educ.		D	3			
Algebra					D	5
Days Absent						
Semester Hours for Year						

Year Grade	1st. Sem.			2nd Sem.		
Subject	C Mrk	A Mrk	Sem Hrs	C Mrk	A Mrk	Sem Hrs
Days Absent						
Semester Hours for Year						

Year Grade	1st. Sem.			2nd Sem.		
Subject	C Mrk	A Mrk	Sem Hrs	C Mrk	A Mrk	Sem Hrs
Days Absent						
Semester Hours for Year						

Year Grade	1st. Sem.			2nd Sem.		
Subject	C Mrk	A Mrk	Sem Hrs	C Mrk	A Mrk	Sem Hrs
Days Absent						
Semester Hours for Year						

Summer School

Subject	Yr.	Mrk	Sem Hrs	Mrk	Sem Hrs
Days Absent					
Semester Hours for Summer School					

Graduation Data

Total Semester Hours
Rank in Class
Number in Class
Graduated Date
Comments

7

Vocational Data

VOCATIONAL PREFERENCE Fix and design hair

VOCATIONAL SUGGESTIONS

Vocation	Suggested By
Possibly business education	

WORK EXPERIENCE

Date	Type of Work
Summer 1966	Car hop - Drive-in
School year 1966-67	Waitress

WORK PLACEMENT

Date	Type of Work

EDUCATIONAL PLANS	Date
None past high school	Spring 1966

VOCATIONAL PLANS	Date
Beauty operator school	Spring 1966

SPECIAL DATA

Name Pamela Young

Activities—

ORGANIZATION Member	Date
Glee Club	1965-66

OFFICES HELD Office	Organization	Date

AWARDS AND HONORS

Description	Date

CHURCH PREFERENCE

CHURCH ACTIVITIES Young Peoples Group - Junior High Grades

COMMUNITY ACTIVITIES	Date
Blue Birds	Grade School

INTERESTS, HOBBIES, AND SPECIAL EXPERIENCES

Sewing

SPECIAL ABILITIES

Record of Incidents

11/7/66	Truant with Marci Adams. Also told her to cut bangs.
1/10/67	Caught smoking in restroom.
2/8/67	Left campus at noon without permission. Was seen in car with boy.
2/15/67	Librarian complaint. Library fines for first semester not paid.

To Mr. McCord

Date 10/25 Time 8:35

WHILE YOU WERE OUT

Mr. Dunn

of

Phone

TELEPHONED	X	PLEASE CALL HIM	
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTED TO SEE YOU		RUSH	

Message Mr. Dunn is home sick. He just called in. Who can take his 1st period class?

SC-1-20

Operator

To Mr. McCord

Date 10/25 Time 9:05

WHILE YOU WERE OUT

Mr. Charles Bovard

of

Phone

TELEPHONED		PLEASE CALL HIM	
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTED TO SEE YOU	X	RUSH	

Message Charley came in to tell you that we are out of paper towels. The new order still ha not arrived. He wants to know what to do.

SC-1-21

Operator

MADISON HIGH SCHOOL TEACHERS MEETING

MINUTES

October 12, 1967

1. Announcements

   --No assembly Friday, the 13th

   --Mr. Cain, Miss John, and Mrs. Winter will be responsible for going on rooters bus to the football game.

   --Please remember to turn in insurance information forms to superintendent's office.

2. Discussion was conducted about the continuing problem of scheduling in certain areas. Mr. Carmichael expressed concern about key band members being forced out of band during their senior year by scheduling conflicts. He also mentioned parent pressures regarding this problem. A problem was also identified in the area of band and chorus or shop. Students in band are finding it almost impossible to take chorus or shop.

   The question of limiting or controlling student enrollment was brought up. It was expressed that students who take our fine arts course actually do not need a second. It was also pointed out that the majority of the students are enrolled in college prep and actually go on to college, so that perhaps the problem of conflicts is being greatly exaggerated. The question was left open for future discussion when more information will be available.

3. The criteria for selecting members of the National Honor Society were reviewed (5% 10th grade, 10% 11th grade, 15% 12th grade). Staff members were requested to give careful attention to the "service" and "leadership" areas when considering candidates. Balloting will be held at the next faculty meeting.

4. Teachers were asked to think about the audio-visual equipment, films, and procedure for use. Any suggestions teachers have will be appreciated.

OFFICE OF THE SUPERINTENDENT
MADISON PUBLIC SCHOOLS

To: Clare McCord, Principal
Madison Senior High School

Re: Smoking in the school building

Date: October 23, 1967

It has been brought to my attention by Dallas Upperman that the smoking problem at the high school is increasing.

Dallas indicates that the main source of the problem stems from the vocational (post-high school) education students. He thinks that the policy of allowing the older pupils to smoke in the special smoking area during break periods is not properly supervised. Apparently, high school pupils involved in the vocational classes are smoking during these breaks also.

While there does not appear to be a fire hazard problem here, we are apt to have some trouble regarding the smoking by the high schoolers.

Please see what you can do and let me know what action you plan to take at this time.

BROWN-DORSEY SCHOOL OF BUSINESS
LAKE CITY

October 20, 1967

Dr. Carl F. King
Assistant Superintendent of Instr. Ser.
Madison Public Schools
Madison, Lafayette

Dear Dr. King:

While we questioned at the outset the need for your school system to expand in the various areas of business education, we did support your efforts to provide clerical courses in grades 10-12.

It is my understanding, however, that your school system now intends to offer work in data processing. Since the Brown-Dorsey School of Business is now meeting the demand for trained personnel in this area, we highly question the advisibility and need for additional instruction at Madison.

Our business has invested considerably in expensive data processing equipment and we intend to invest in other such equipment in the future. However, if you and other public schools duplicate our program, we most likely cannot justify further expense.

We are especially concerned about your plans to offer post-high school work in data processing. Will you kindly clarify your plans for me.

Sincerely,

BROWN-DORSEY SCHOOL OF BUSINESS

Charles S. Ghormley

Charles S. Ghormley
President

CSG:hm

cc Clare McCord
James Brewer

SC-1-24

MADISON HIGH SCHOOL

STANDARD MEMO FORM

Date 10/23

To Dept. of

Attn: Mr. McCord

From: Anita Biggs

Dept.

Subject:

- ☐ Your Information
- ☐ Suggested Reply
- ☐ Appropriate Action
- ☐ Your Recommendation
- ☐ Please Return
- ☐ Your Files
- ☐ Direct Reply
- ☐ Carbon copy for our fil

Message:

I sent a copy of this, as you requested, to Dr. Brewer.

SC-1-25

Please use Standard Forms where ever possible.

Available in following sizes, 8½ x 5½ - 8½ x 11 and several colors at General Stores.

PROPOSED RESOLUTION

Madison Teachers' Association

WHEREAS, the Madison Teachers' Association has placed professional training as a high priority for all teachers in the system, and

WHEREAS, the Madison Teachers' Association has accepted the Bachelor's Degree as a minimum for all teachers in the profession, and,

WHEREAS, certain teachers in the vocational areas of the school program do not possess the minimal requirement of the Bachelor's Degree, and,

WHEREAS, the school administration continues to hire such non-degree personnel in the vocational areas,

BE IT RESOLVED that the Madison Teachers' Association go on record as opposed to the additional hiring of such non-degree personnel.

BE IT FURTHER RESOLVED that the Association consider such non-degree vocational teachers as ineligible for membership in the Madison Teachers' Association.

SC-1-25

MADISON HIGH SCHOOL
STANDARD MEMO FORM

Date 10/24

To Dept. of ______ Attn: Mr. McCord

From: Charles Bossard, Head Custodian Dept. ______

Subject: ______

- ☐ Your Information
- ☐ Suggested Reply
- ☐ Appropriate Action
- ☐ Your Recommendation
- ☐ Please Return
- ☐ Your Files
- ☐ Direct Reply
- ☐ Carbon copy for our fil

Message:

I want to let you know about a cleaning problem. As you know, our men clean the shops thoroughly after school closes each day.

However, the evening adult vocational classes use the shops later on. They do not sweep up after these night classes which causes the problem.

When the shop teachers come to school in the morning, their shops are dirty. Then we catch the blame.

Would it be OK for me to ask each night teacher to require his students to clean up after each class? As you know, I'm short of help as it is.

Thanks,

Charley

Please use Standard Forms where ever possible.
Available in following sizes, 8½ x 5½ - 8½ x 11 and several colors at General Stores

SC-1-26

432 Elm
Madison, Lafayette
October 21, 1967

Mr. Clare G. McCord, Principal
Madison High School
Madison, Lafayette

Dear Clare:

Just a note to let you know of my latest "equipment find." As you might know, the Evan's Printing Company is going out of business. They want to sell their printing equipment in one package. I think we could get it rather cheap for the school vocational program.

I'll be glad to pick you up one day this week if you care to look it over. Please give me a ring on this soon. We'll have to move within the next few days if we are interested.

Sincerely,

Charles J. Elgin

Charles J. Elgin
Member, Board of Education

CJE:dc

SC-1-27

MADISON PUBLIC SCHOOLS

Secondary Curriculum

IN - BASKET

Part II

(Items SC-2-1 to SC-2-2)

Prepared by:
WARD SYBOUTS
University of Nebraska
and
M. SCOTT NORTON
University of Nebraska

The research reported herein was performed pursuant to a contract the United States Department of Health, Education, and Welfare, of Education. Project HRD 411-65, was under the direction of Ward Syb and Dale K. Hayes of the Department of Educational Administrat University of Nebraska.

SC-II

INSTRUCTIONS: PART II

A week has elapsed since your last in-basket (Part I). It is now November 1. You are aware that Mr. Elgin is becoming more and more critical of certain areas of your program and that your superintendent, Dr. Brewer, is becoming more directly involved in the issues.

In view of the situation, you should carefully assess your position. Consider the following questions and write your evaluation or interpretation.

1. Just what is the problem?
2. What about the power structure involved?
   a. Who are the ones "calling the shots"?
   b. Who is "rocking the boat"?
   c. What are the names of the key people and what is the position of each?
3. How does your own job security relate to this situation?
4. Can you defend all of your program in Madison High?

As you reach your office, your secretary hands you several items. Go through these items and determine what you, as principal of Madison High, would do with each one. Write out whatever action you would take regarding each item.

STATE OF LAFAYETTE
STATE DEPARTMENT OF EDUCATION
PUBLIC WORKS BUILDING

Director **Division of Vocational Education**

October 26, 1967

Mr. Clare G. McCord, Principal
Madison High School
Madison, Lafayette

Dear Mr. McCord:

Dr. Brewer called me this morning indicating you people were interested in looking into your secondary and adult education program, particularly the area of vocational education.

I have suggested to him that perhaps a state evaluation team could be called in before the year is out. This method of approaching such situations has been found highly successful.

I plan to be in your area within the next two weeks so will stop in to see you at that time.

I am enclosing some material for you to look over. We, in our office, feel this is the best material out right now in the area of vocational education. Dr. Brewer asked if we could make this available to you.

Please call on us at any time we may be of help.

Sincerely,

Milford Conroy

Milford Conroy
Director of Vocational Education

MC:jn

Enclosures: Manpower Report - March, 1966
Self-Renewal: The Individual and the Innovative Society

MADISON HIGH SCHOOL

STANDARD MEMO FORM

- ☐ Your Information
- ☐ Suggested Reply
- ☐ Appropriate Action
- ☐ Your Recommendatio
- ☐ Please Return
- ☐ Your Files
- ☐ Direct Reply
- ☐ Carbon copy for our fi

Date

To Dept. of Attn: Mr. McCord

From: Mr. Ross Dept.

Subject:

Message:

Attached is the follow-up study for which you asked. If you have questions after reviewing this, I'll be glad to go over the details and methods of compiling this information.

I have shown a copy of this to Dr. King and we are both in strong accord and pleased with what this follow-up study tells. It is certainly gratifying to see the increase in the number of graduates who go on to college. I think our "super-charged" scholarship program has given this area a real boost.

SC-2-2

Please use Standard Forms where ever possible.
Available in following sizes, 8½ x 5½ 8½ x 11 and several colors at General Stores.

FOLLOW-UP OF 1961 GRADUATES

Follow-up: First Year After Graduation

Graduates are:	Percent - September 1961
Universities and colleges	65%
Vocational and technical schools	12%
Military service	6%
Employed	12%
Unemployed	2%
Married - housewife	3%

Follow-up of Those Attending Schools

	Start	After 1 Year 1962	After 2 Years 1963	After 3 Years 1964	After 4 Years Graduate
Universities and colleges	65%	48%	40%	34%	30%
Vocational and technical schools	12%	10%	9%	8%	7%
Military service	6%	12%	12%	10%	10%
Employed	12%	18%	21%	23%	23%
Unemployed	2%	6%	9%	13%	15%
*Married - housewife	3%	6%	9%	12%	15%

*Some married girls are not in housewife category, but rather are students.

FOLLOW-UP OF 1962 GRADUATES

Follow-up: First Year After Graduation

Graduates are:	Percent - September 1962
Universities and colleges	70%
Vocational and technical schools	10%
Military service	7%
Employed	8%
Unemployed	2%
Married - housewife	3%

Follow-up of Those Attending Schools

	Start	After 1 Year 1963	After 2 Years 1964	After 3 Years 1965	After 4 Years Graduate
Universities and colleges	70%	51%	40%	33%	28%
Vocational and technical schools	10%	9%	8%	7%	7%
Military service	7%	12%	12%	10%	10%
Employed	8%	16%	20%	24%	24%
Unemployed	2%	6%	11%	14%	16%
Married - housewife	3%	6%	9%	12%	15%

FOLLOW-UP OF 1963 GRADUATES

Follow-up: First Year After Graduation

Graduates are:	Percent - September 1963
Universities and colleges	75%
Vocational and technical schools	7%
Military service	6%
Employed	5%
Unemployed	4%
Married - housewife	3%

Follow-up of Those Attending Schools

	Start	After 1 Year 1964	After 2 Years 1965	After 3 Years 1966	After 4 Years Graduate
Universities and colleges	75%	51%	39%	32%	26%
Vocational and technical schools	7%	6%	6%	6%	6%
Military service	6%	12%	12%	10%	10%
Employed	5%	16%	21%	24%	24%
Unemployed	4%	9%	13%	16%	19%
Married - housewife	3%	6%	9%	12%	15%

MADISON PUBLIC SCHOOLS

Secondary Curriculum

IN - BASKET

Part III

(Items SC-3-1 to SC-3-2)

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University of Nebraska.

SC-III

INSTRUCTIONS: PART III

The time is now mid-November. You had an appointment to see Dr. Brewer about program development and preliminary plans for budgeting for the next school year. When you are about ready to go to his office, your secretary comes in and hands you a message just delivered from the superintendent's office.

Go over this information and determine what immediate and long-term action you would take. Develop a program, sufficiently detailed to meet the demands placed before you. If you feel an item such as a news release is needed, actually write the news release.

MADISON HIGH SCHOOL

STANDARD MEMO FORM

Date 10/21

To Dept. of ______ Attn: Mr. McCord

From: Mrs. Fisher Dept. ______

Subject: ______

☐ Your Information
☐ Suggested Reply
☐ Appropriate Action
☐ Your Recommendation
☐ Please Return
☐ Your Files
☐ Direct Reply
☐ Carbon copy for our fi

Message:

Dr. Brewer was called to go to the meeting of all state superintendents at the State Department of Education a day early. It seems there is an emergency meeting that has something to do with planning a legislative bill to guard against the tax limitation measure which has already been proposed by Senator Smithy of Bay City. He asked that I get this word to you. He goes from the meeting at the capital to the National School Boards meeting in San Francisco so will be out of the office for over a week.

Enclosed is a memo he dictated for you. He explained that this was to receive top priority and that any information our office has which you may want is to be made available to you.

Dr. Brewer visited with Dr. King and informed him you were asked to prepare information to sell a new vocational education program. He said you would understand why you are asked to do this.

SC-3-1

Please use Standard Forms where ever possible.
Available in following sizes, 8½ x 5½ 8½ x 11 and several colors at General Stores.

MADISON HIGH SCHOOL

STANDARD MEMO FORM

Date

To Dept. of Attn:

From: Dept.

Subject:

☐ Your Information
☐ Suggested Reply
☑ Appropriate Action
☐ Your Recommendatio
☐ Please Return
☐ Your Files
☐ Direct Reply
☐ Carbon copy for our f

Message: Clare:

The state superintendent just called and I am on my way out of town in less than an hour. I am asking that you go ahead and carry the ball to get a master plan and program developed to present to the board two weeks from tonight. You know the problems involved and will be working directly with it so I feel you should actually be the main author of any such program. I would suggest you consider the following:

1. Define the need and spell out objectives
2. Find out what has been done in other schools
3. Work out a master plan
4. Develop a program and technique for "selling" the board and community on your plan. I have some ideas we can go over about this when I get back.
5. Review needs - facilities, staff, etc.

SC-3-2

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MADISON HIGH SCHOOL

STANDARD MEMO FORM

Date

To Dept. of Attn:

From: Dept.

Subject:

☐ Your Information
☐ Suggested Reply
☐ Appropriate Action
☐ Your Recommendation
☐ Please Return
☐ Your Files
☐ Direct Reply
☐ Carbon copy for our file

Message:

6. Rough out budget requirements
7. Have available some information on program content

I want you to present this to the board at the next meeting. By the way, could you talk to the PTA in the near future about this?

SC-3-2

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